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ABSTRACT

Selected materials produced by Title IX Ethnic Heritage Studies Program projects, funded from 1974 through 1978, are evaluated in this catalog. The materials were selected by three panels of evaluators using three areas of criteria: (1) appropriateness for use in learning situations; (2) ethnic authenticity of content, and (3) technical quality for potential dissemination. An introduction describes the purpose of the evaluation project, development of evaluation instruments, selection of panelists who evaluated materials, and process and results of the evaluation. One hundred and two projects (comprised of 438 pieces of materials) are evaluated. These evaluations are organized by state or territory and, within each state or territory, by the institution that received the grant. Headings for each entry include information on the project title and address, name of project director, ethnic group or groups on which the project focused, audience and grade level for the project, the project's subject (curricular) area, the format of the materials developed (i.e., print or nonprint), the amount of funding, the titles of materials accepted, and availability information for each piece of material. The heading information is followed by a description of the project materials. The final and major portion of the entry for each project presents evaluative comments and suggestions made by members of the three panels. Four indexes facilitate use of the analyses--ethnic group, geographic area, subject area, and materials titles. Appendices include evaluation instruments and a list of Ethnic Studies projects. (Author/NE)

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GUIDE TO SELECTED ETHNIC HERITAGE MATERIALS: 1974-1980

Edited by Frances Haley

SO 013 992

Social Science Education Consortium, Inc.
ERIC Clearinghouse for Social Studies/Social Science Education
Boulder, Colorado
1982

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- the Ethnic Heritage Studies Clearinghouse Advisory Board and Field Agents, who reviewed criteria for selection of panelists and nominated panelists;
- Title IX project directors who promptly submitted their materials for evaluation and nominated panelists;
- Carlos Cortés, who assisted in developing the ethnic authenticity evaluation instrument;
- personnel of the University of Colorado Educational Media Center who provided space, equipment, and assistance for the evaluation of videotapes;
- members of the project staff: Regina McCormick, who collected and cataloged the materials, worked closely with the panels of evaluators, and participated in writing this guide; Sheryl Robinson, who organized the criteria for and made major contributions to the development of the evaluation instruments, assisted the evaluation panels, and also participated in writing this guide; Doreen Gamble, who handled the myriad secretarial tasks of the project, including travel arrangements for the consultants; Ann Williams for designing the format for and editing the evaluation instruments; and Sally Groft for her always efficient and cheerful work in typing the final manuscript;
- the editorial staff of the ERIC Clearinghouse for Social Studies/Social Science Education for editing this guide and preparing the manuscript for publication;
- the 35 panelists who worked so efficiently—both for their knowledge of ethnic studies education and their cheerful, friendly manner and concern for the project—as well as Sheldon Steinhauser and John Livingston, who each evaluated one set of materials when we needed an additional evaluation, and Kyung Sook Baek, Eleanor Blumenberg, Carlos Ruiz, and William Yellowtail, who agreed to serve as panelists but were unable to attend any of the meetings because of scheduling difficulties;
- the entire staff of the Social Science Education Consortium for their willingness to pitch in and help whenever help was needed.

Frances Haley

PREFACE

In December 1980, the U.S. Department of Education granted the Social Science Education Consortium, Inc. a contract to evaluate materials produced by Title IX Ethnic Heritage Studies Program projects funded from 1974 through 1978. This guide presents the results of that evaluation, describing the materials which were evaluated as acceptable in terms of educational soundness, ethnic authenticity, and technical quality. Publication of this guide was made possible by additional funding from the National Institute of Education through the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS).

ERIC/ChESS is happy to participate in the publication of this guide, which we believe makes a significant contribution to the field of ethnic studies, part of our clearinghouse's area of expertise. We hope that the guide will be useful to persons concerned with the improvement of ethnic heritage studies as it relates to all levels and aspects of the school curriculum and to adult and community education.

James E. Davis

Associate Director, Social Science Education Consortium, Inc.
Associate Director, ERIC Clearinghouse for Social Studies/Social Science Education

INTRODUCTION

Description of Evaluation Project

Purpose

In December 1980, the U.S. Department of Education (ED) issued a contract in the amount of $166,186.00 to the Social Science Education Consortium, Inc. (SSEC) to evaluate materials produced by Title IX Ethnic Heritage Studies Program projects funded from 1974 through 1978. The materials were to be evaluated, using consistent criteria, in three areas: (1) appropriateness for use in learning situations, (2) ethnic authenticity of content, and (3) technical quality for potential dissemination. Upon completion of the evaluation process, the contract called for production of a catalog describing the materials which had been evaluated as acceptable in all three areas.

Outlined in the contract were specific steps to be followed in evaluating the project materials. Briefly, those steps included:

1. establishment of evaluation criteria
2. selection of three panels of outside evaluators to apply the criteria to Title IX materials
3. design and production of the catalog of materials certified as being acceptable

A more detailed description of how each process was implemented follows.

Development of Evaluation Instruments

Upon receipt of award, the SSEC staff conducted a widespread search to identify existing materials evaluation instruments. More than 100 documents were identified and collected. Each document was reviewed, and items were sorted according to the applicable instrument(s) to be developed: (1) educational soundness—student materials, (2) educational soundness—teacher resources, (3) educational soundness—teacher training, (4) educational soundness—adult/community materials, (5) ethnic authenticity, (6) technical quality—print, and (7) technical quality—nonprint. Duplicate and irrelevant items were eliminated and the best indicators were selected for each instrument. The indicators were then organized into categories. For example, the categories for ethnic authenticity were:

1.0 Product Characteristics
- 1.1 Authors
- 1.2 Publication Date
- 1.3 Teacher and Other Materials
- 1.4 Language
- 1.5 Visual Content

2.0 Content
- 2.1 Overall Presentation of Content
- 2.2 Individual
- 2.3 Groups
- 2.4 Society

Within each category, criteria to be applied were selected. For example, the criteria under publication data were: (1) Is the publication date a factor in ethnic authenticity? and (2) Does new information or terminology date the materials?

Ten professional organizations were then asked to review the final sets of criteria:

- **Educational Soundness**
  - National Council for the Social Studies
  - Association for Supervision and Curriculum Development
  - American Association of Colleges for Teacher Education
  - Institute for Responsive Education
- **Ethnic Authenticity**
  - National Center for Urban Ethnic Affairs
  - Council on Interracial Books for Children
  - Anti-Defamation League of B'nai B'rith
  - National Ethnic Studies Association
- **Technical Quality**
  - National Audiovisual Center
  - Women's Educational Equity Act Program Materials Evaluation Project

Reviews from these organizations were analyzed, final changes were made in the evaluation instruments, and criteria were submitted to the Department of Education for final approval. The instruments, which are included as Appendix A, were then ready for use in evaluating the project materials.

Selection of Panelists

Selection of panelists was a very difficult task. The contract prescribed selection of seven panelists to evaluate appropriateness for use in learning situations, twenty-five for ethnic authenticity, and six for technical quality. In addition, we believed the first panel should be balanced by geographic representation, ethnicity, educational background, experience, and gender.

A process similar to that used for establishing evaluation criteria was used. Criteria for selection of panelists were established and sent to selected reviewers. The reviews were analyzed and final criteria were established. These criteria were sent to 85 persons selected from members of the Ethnic Heritage Studies Clearinghouse's Advisory Board and Field Agents, Title IX Project Directors, and officers and staff members of ethnic organizations. These persons were asked to recommend potential panelists; in fact, more than 300 persons were nominated to fill the 38 available evaluator positions.

Staff members made preliminary selections, prospective evaluators were contacted, and the list of evaluators was finalized. Persons selected to serve as panelists were:

- **Educational Soundness**
  - Barbara J. Capron
  - Educational Consultant
  - Belmont, Massachusetts

Norbert Cieslak
Teacher
Detroit Public Schools
Detroit, Michigan

Leah Englehardt
Assistant Professor of Elementary Education
Mississippi State University
State College, Mississippi

Jonathan K. Flint
Assistant to the Director
Center for International Studies
University of Pittsburgh
Pittsburgh, Pennsylvania

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Hawaii Multicultural Awareness Project
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University of Hawaii
Honolulu, Hawaii

William Marks
Director for the Social Studies
Dallas Independent School District
Dallas, Texas

Sheila Onuska
Program Associate
CEMREL, Inc.
St. Louis, Missouri

- **Ethnic Authenticity**

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Associate Professor of Italian and
Coordinator of Ethnic Studies
University of Wisconsin—Milwaukee
Milwaukee, Wisconsin

William Brescia, Director
United Indians of All Tribes Foundation
Seattle, Washington

Karl Bonutti
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Ethnic Studies
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Cleveland, Ohio

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Trenton State College
Trenton, New Jersey

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Special Assistant to the Governor for
Minority Affairs
Chicago, Illinois

Robert C. Hayden
Educator, Author, and Historian
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President of the Board
Japanese American Curriculum Project
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Assistant Professor of Education
Department of Secondary Education
Multicultural/Nonsexist Education Section
Iowa State University
Ames, Iowa

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American Institute of Polish Culture
Miami, Florida

Louise Mathis
Social Studies Supervisor
Detroit Public Schools
Detroit, Michigan

Edmond J. Mousally
Ethnomusicologist and Professor of Music
Northeastern University
Boston, Massachusetts

Judith Muffs
Director of Research and Curriculum
Anti-Defamation League of B'nai B'rith
New York, New York

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Alderman, Ward 2
City of Minneapolis
Minneapolis, Minnesota

Kalevi A. Olkio, Chairman
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Baltimore, Maryland

LaVern J. Rippley, President
Society for German American Studies
St. Olaf College
Northfield, Minnesota

Christian Skjervold, Director
Ethnic Cultural Center
Minneapolis, Minnesota

Mark M. Stolarik, Director

The Balch Institute
Philadelphia, Pennsylvania

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Assistant Director for Bilingual Education
Dallas Independent School District
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- **Technical Quality**

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St. Louis, Missouri

Chester Tanaka
Ed Art Studios
San Francisco, California

Phyllis Thornley, Acting Director
Educational Media Services
Minneapolis Public Schools
Minneapolis, Minnesota

Sue F. Wilson, Assistant Director for Dissemination
Bureau of Development (R&D)
Louisiana State Department of Education
Baton Rouge, Louisiana

Conduct and Results of the Evaluation

Beginning in May 1981 and proceeding through September of that year, panels were convened and the materials were evaluated. The first panel examined materials from 196 projects funded from 1974 through 1980. (A complete list of all the projects funded under the Ethnic Heritage Studies Program is included as Appendix B.) Not all of these projects submitted materials; some did not complete their products in time to be evaluated, and some were training projects which did not develop materials. However, all materials on hand as of May 1981 were evaluated by the first panel.

The process of evaluation called for panelists to accept or reject each piece of material. Although they could recommend improvements, individual panelists had to decide whether needed improvements were major or minor and whether materials should be accepted as (1) appropriate for use in learning situations, (2) ethnically authentic, or (3) technically sound.

Every piece of material was evaluated by at least two panelists. In cases of disagreement a third panelist was asked to complete an evaluation. When the materials were evaluated for ethnic authenticity, two evaluators who were experts on the ethnic content completed the evaluation. If a book or media piece was about more than one ethnic group, experts on each ethnic group depicted evaluated the materials.

The table below shows the number of materials evaluated, accepted, and rejected by each panel.

Some interesting generalizations can be drawn from these data and the evaluators' comments regarding the materials. The majority of materials rejected were produced by projects whose products were of generally poor quality and were all rejected. These projects had no basic organization and no clear objectives; the materials appeared to have been developed and produced in a haphazard manner. In all fairness, some of these problems can certainly be attributed to the requirement that projects develop, field test, and disseminate materials in a 12-month period.

Conversely, when project materials were judged as acceptable, they were usually acceptable throughout. If objectives were clear and project organization was strong, all of the products seemed to be acceptable.

Projects which chose one medium and developed one product generally produced better materials than those which produced many documents in several media. In addition, the quality of the media materials, particularly videotapes, was much poorer than the quality of print materials. Many videotapes were produced to record events, rather than as replicable teaching materials. In addition, only a few projects had sufficient funds to produce media materials under studio conditions, thus ensuring high technical quality.

Established organizations which already had publishing programs or had previously produced materials were more successful in developing quality products than were organizations conducting first-time grants or publishing efforts. However, we should be quick to point out that the nature of the Ethnic Heritage Studies Program was such that there were many first-time grantees, particularly community organizations, local ethnic groups, and school districts.

Finally, it should be noted that not all of the 438 pieces of material which were accepted by

	Total Analyzed			Total Accepted			Total Rejected		
	Panel 1	Panel 2	Panel 3	Panel 1	Panel 2	Panel 3	Panel 1	Panel 2	Panel 3
Projects	196	117	106	117	106	102	79	11	4
Pieces of Material	982	513	476	513	476	438	469	37	38

all three panels are available, largely because funds for mass production were not included in grants.

Organization and Limitations of the Guide

The Social Science Education Consortium received a grant in 1978 to establish the Ethnic Heritage Studies Clearinghouse. As part of this grant, we published the *Ethnic Heritage Studies Program Catalog: 1974-1979* and a supplement, *Ethnic Heritage Program Catalog: 1978-1980 Supplement.* The major difference between these two documents and the *Guide to Selected Ethnic Heritage Studies Materials: 1974-1980* can be seen in the titles. The first two documents describe all materials developed and all project activities. This document describes only those 102 projects and 438 pieces of material accepted by the three evaluation panels.

The analyses constitute the major portion of this guide. The analyses are organized by state or territory and, within each state or territory, by the institution that received the grant. Four indexes facilitate use of the analyses—ethnic group, geographic area, subject area, and materials titles.

The information in the heading for each entry includes the project title and address, name of project director, ethnic group or groups on which the project focused, audience and grade level for the project, the project's subject (curricular) area, the format of the materials developed (i.e., print or nonprint), the amount of funding, the titles of materials accepted, and availability information for each piece of material.

The heading information for each project is followed by a brief description of the project materials that were accepted by the three panels of evaluators. When appropriate, information about project activities in which the materials were developed is also provided. The final portion of the entry for each project presents evaluative comments and suggestions made by members of the three panels. All of the comments and suggestions in this section of the entries—whether presented as direct quotations or paraphrased—represent the opinions of the evaluators, not the project staff. Occasionally, an evaluator on one panel made comments which related to a different area; these comments are presented under the panel on which the evaluator served. For example, if a member of the ethnic authenticity panel commented on the technical quality of a piece of material, the comment is presented under the heading "Ethnic Authenticity." This decision was made to allow users of the guide to evaluate panelists' comments in light of their particular areas of expertise.

While some of the categories in the project heading are self-explanatory, others may require explanation. In the category "audience," various terms are used. "Student materials" means that the project developed materials which can be used directly by students. If the term "teacher resources" is used, the project developed materials intended for teacher use. Some examples of teacher resources are bibliographies, curriculum guides, units of study (which the teacher must do something with before using them with students), teachers' guides, and background readings. The term "teacher education" means that the project conducted teacher-training workshops or courses and/or developed material specifically intended for use in teacher education (e.g., a workshop model or a teacher education course outline).

Information about the cost and availability of materials is also provided in the descriptions. In some cases the projects are distributing materials themselves or have arranged for distribution through other organizations.

Many of the print materials are available in microfiche and/or paper copy through the ERIC (Educational Resources Information Center) system. Materials identified by ED (ERIC document) numbers are available on microfiche in the more than 700 libraries throughout the United States that subscribe to ERIC. (Check the library nearest you.) You can also purchase a personal copy of any ERIC document in either microfiche or paper copy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. A copy of the EDRS ordering form is shown on pages 5 and 6. Note that postage costs must be paid when ordering either microfiche or paper copy.

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SELECTED ETHNIC STUDIES MATERIALS
Descriptions by State and Territory

Alabama

1. ETHNIC HERITAGE STUDIES—THE BLACK AMERICAN EXPERIENCE

Alabama A&M University
School of Education
Normal, Alabama 35762

Project Director: L.W. Buckalew
Ethnic Group: Black Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-16)
Format: Print
Year Funded: 1977
Amount of Funding: $12,244.00
Materials/Availability:
Black American Heritage: Contributions to the American Culture, edited by L.W. Buckalew and Cordell Wynn (1978). Note: This is the project's final report. Available from:
(1) project: paperbound, 202 pp, $3.00.
(2) ERIC: ED 174 735, 205 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

Black American Heritage: Contributions to the American Culture is a collection of articles examining the Black experience along six critical dimensions: psychological aspects of Black ethnicity, sociological considerations in Black heritage, cultural contributions of Black Americans, the experience of Black Americans in science, educational aspects of Black ethnicity, and human relations and ethnicity. The papers vary in both content and focus. Some are descriptive analyses; others offer alternatives to the conventional wisdom regarding the Black American experience; in still others, the focus is on practical assistance for teachers.

Articles in the first section, which deals with Black ethnicity from a psychological viewpoint, are "The Only Race in the Human Race Which Is a Rat Race," "The Psychological Dimensions of Prejudice," and "The Nature of Reality in America." The second section, which covers sociological considerations, includes a bibliography of Black psychosocial literature. Section 3 emphasizes Black contributions to American culture. The fourth section discusses impediments to achievement in the field of science, as well as the accomplishments of Black scientists. Section 5, which deals with education, contains papers entitled "Multicultural Education: Looking Behind the Classroom Door," "Curriculum Materials for the Teaching of Black American Heritage," "Evaluation of Curricular Materials in Multicultural Education," and "Educational Systems: Are They Open to Change?" This section provides practical as well as philosophical ideas. The final section of the publication discusses human relations and ethnicity.

Evaluative Comments and Suggestions

Educational Soundness. The articles are clear and easy to read. With minor modifications, they would be appropriate for use in teacher education courses. While overall objectives for the manual are stated, objectives for individual articles are not presented. Second, the materials currently include no mention of teaching methods. Objectives for individual articles and teaching strategies would be needed to permit effective use of these articles in teacher education courses. In addition, the bibliographies included need to be updated. Finally, some specialized training and background would be helpful to the professor.

Ethnic Authenticity. The title of this publication is somewhat misleading, since only one-third to one-half of the material deals with the contributions of Black Americans to the American culture. The remainder is noncognitive, dealing with psychological issues. Thus, the materials do not provide complete background information to teachers and students regarding Black contributions but do explain the causes of and trauma resulting from treatment of Black Americans. One evaluator noted that most of the articles are not stimulating enough for "pick-up" background reading. They might thus best be used in a setting where pre- or inservice teachers can read and discuss the articles as a group.

Technical Quality. The publication looks like a thesis. It would be more readable if it were illustrated and not double-spaced. The paper cover makes shelving difficult.

2. BLACK STUDIES RESEARCH AND DEMONSTRATION PROJECT

Alabama Center for Higher Education
2121 Eighth Avenue North, Suite 1520
Birmingham, Alabama 35203

Project Director: Leavy Oliver
Ethnic Group: Black Americans (Alabama)
Subject Area: Humanities, Social Studies, State History
Audience/Grade Level: Teacher Resources (9-12)
Format: Print
Year Funded: 1974
Amount of Funding: $30,000.00
Materials/Availability:
Integrating Black Materials into the High School Curriculum: Report on the Alabama Center for Higher Education's 1974 Summer Ethnic Heritage Studies Institute for High School Teachers of Social Studies and Humanities (1974).

Available from:

(1) project: paperbound, 37 pp, free.
(2) ERIC: ED 114 333, 42 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Materials Description:

One of the objectives of this project was to incorporate existing relevant Black American materials into current instructional programs in social studies and humanities in Alabama high schools and Black senior colleges. As part of this effort, the project conducted a workshop in which secondary teachers developed units of study dealing with Black Americans. The publication *Integrating Black Materials into the High School Curriculum* contains a description of the workshop objectives and activities. Included are an outline of the workshop agenda, guidelines for incorporating Black literature into the school curriculum, and an annotated bibliography for teachers. Outlines of the units of study developed and field tested by the teachers are included as appendices. Each unit contains a philosophy, long-range goals, behavioral objectives, activities, and a bibliography. Student activities include reading and discussing books, doing research, writing compositions, writing myths, constructing family trees, and viewing filmstrips. Unit titles are "Teaching the Black Experience in America Literature"; "Speech: Choral Reading and Speaking in Chorus"; "Outline for Alabama History: Reconstruction Era"; "Poetry from the Beginnings of American Literature to Modern Times"; "A Study of Black History from 1909-1946"; and "Two Thematic Units in Literature."

Evaluative Comments and Suggestions:

Educational Soundness. The well-organized units can be used without adaptations. They contain clear objectives and teaching strategies. No special teacher training is necessary. The guidelines for integrating Black materials into the high school curriculum are excellent, as is the bibliography. A school could replicate the workshop using the information provided in the publication.

Ethnic Authenticity. The outlines of the units of study are very complete and ethnically authentic. Because only outlines are provided, some work on the part of the teacher (e.g., locating and gathering resources) would be necessary to actually implement the units. The outlines could be used as models for teachers interested in developing their own units of study.

Technical Quality. This publication was made available to evaluators only in microfiche. The technical quality of the fiche was good. The physical characteristics of the original document were not evaluated.

Alaska

3. ETHNIC STUDIES MATERIALS FOR ALASKAN NATIVE CHILDREN AND TEACHERS OF INDIAN CHILDREN

Alaska State-Operated Schools
650 International Airport Road
Anchorage, Alaska 99502

Project Director:	David Lanigan
Ethnic Group:	American Indians (Alaska)
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (10-12)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$60,000.00

Materials/Availability:

Alaska Native Land Claims, by Robert D. Arnold (1976). Available from:

(1) Alaska Book Company (411 West Fourth Avenue, Anchorage, Alaska 99501): hardbound, 348 pp, $15.95.
(2) ERIC: ED 145 971, 358 pp, microfiche: $0.91/paper copy: $25.10, plus postage.

Workbook to Accompany Alaska Native Land Claims Textbook, by Lydia L. Hayes (1976). Available from:

(1) Alaska Native Foundation (411 West Fourth Avenue, Anchorage, Alaska 99501): paperbound, 118 pp, $3.50.
(2) ERIC: ED 145 972, 123 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Teacher's Guide to Accompany Alaska Native Land Claims Textbook, by Lydia L. Hayes (1976). Available from:

(1) Alaska Native Foundation: paperbound, 127 pp, $6.00.
(2) ERIC: ED 145 973, 129 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Early Days Ago, 16 mm film and *On Our Own*, 16 mm film (1976). Accompanied by discussion guides. Available from:

(1) State of Alaska, Department of Education (Attn: Ms. Peggy J. Cummings, Librarian, Pouch G, State Capital, Juneau, Alaska 99801): 16mm films, $250.00 each. Checks should be made out to Alpha Cine Laboratory (1001 Lenora Street, Seattle, Washington 98121).
(2) Alaska State Library System (Pouch G, Juneau, Alaska 99801): color video cassettes, can be copied free of charge.

Materials Description:

This textbook/media program deals with the Alaska Native Claims Settlement. Intended for use in grades 10-12, the program teaches students how the Alaska Native Claims Settlement came to be, what the settlement is, and what the settlement means in the lives of Alaskans. The program includes a student textbook and workbook, a teacher's guide, and two 16mm films (also available in video cassette format) that are accompanied by two-page discussion guides.

The textbook, illustrated with black-and-white photographs and reproductions of paintings, is organized around the Alaska Native Claims Settlement Act of 1971. The first half of the book covers the historical events which led up to the passage of the Settlement Act. The act's provisions as implemented in 1975 are treated in the second half.

For each unit of the student text, the teacher's guide lists goals, learning objectives, suggestions for instruction, and a list of relevant books and audiovisual materials for student use. Students are expected to read the student text and participate in classroom discussions. Many student-involvement activities are also suggested. For example, students present a "You Are There" radio program in which a news reporter interviews a series of persons associated with Alaska during the early years after the purchase of Alaska by the United States, they role play a particular position on one of the threats to Native land use such as the Rampart Dam or the Cape Thompson harbor, and they debate the impact of national interest lands upon the life of Alaskan Natives. Other activities in which students are involved include taking field trips, playing games, writing essays, writing articles for newspapers, and listening to guest speakers. The student workbook contains additional classroom activities as well as vocabulary and review exercises and discussion questions.

Early Days Ago is one of two 16mm films developed to supplement the textbook. In the film the Alaskan Native people talk about life when they were children, identify changes that have occurred in their lifetime, and comment upon what they think of those changes. The second film, *On Our Own*, deals with the impact of the land claims settlement since 1971. Native Alaskans talk about opportunities and problems created by the land claims settlement. Some of the activities undertaken by two of the village profit corporations since the passage of the Settlement Act are also described.

Evaluative Comments and Suggestions

Educational Soundness. The print and nonprint materials are well done in an interesting format. The print materials and the films do not have to be used together, but the films must be used with the discussion guides. One evaluator indicated that the materials are not totally compatible because the text is appropriate for high school or college students, and the video cassettes are appropriate for all ages.

Ethnic Authenticity. The materials are ethnically authentic without modifications and are extremely well done. The authors should be commended because "over and over again when they could have used biased language, they presented a cool, objective, truthful picture." The photographs in the student text are excellent resources, and the books cited in the bibliographies are well chosen. The films show glimpses into the Native culture, the different views people have of culture, and the Native people's strong feelings of self-worth.

Technical Quality. The print materials are in a commercial format. The discussion guides accompanying the films do not include scripts. The voice of the narrator in the film *On Our Own* is not as clear as the other voices, and the narration is slow in places. Some of the color is also faded. The tint in *Early Days Ago* is not consistent.

4. SOUTHEAST ALASKA NATIVE MATERIALS DEVELOPMENT PROJECT

Ketchikan Indian Corporation
P.O. Box 6855
Ketchikan, Alaska 99901

Project Director:	Edward Thomas
Ethnic Group:	American Indians (Alaska, Southeastern)
Subject Area:	Art, Drama, Language Arts, Social Studies
Audience/Grade Level:	Student Materials (4-6)
Format:	Print and Nonprint
Year Funded:	1978
Amount of Funding:	$44,000.00

Materials/Availability:

Haida Story Telling Time, by Robert Cogo (1979). Available from:
(1) project: paperbound, 38 pp, $3.00.
(2) ERIC: ED 186 187, 53 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Haida Story Telling Time, Activity Folder (1979). Available from:
(1) project: looseleaf, $0.50.
(2) ERIC: included with ED 186 187 above.

What Kind of Raven, filmstrip/cassette program, and *People and Resources of Southeast Alaska*, filmstrip/cassette program. Available from Shenandoah Film Productions (538 S Street, Arcata, California 95521): $25.00 each.

Materials Description:

This project developed print and nonprint materials on southeast Alaskan American Indians for use with students in grades 4-6. All materials were field tested.

Haida Story Telling Time is a collection of seven American Indian legends and myths, including "The Great Flood," "Eagle Brings Good Luck," and "The Beaver and the Marmot." Each story is followed by suggested questions, student activities, and teacher activities. According to the introduction, the stories can be integrated into such classroom subjects as science, art, writing, language arts, and drama. An activity folder accompanies the booklet.

By viewing the two filmstrip/cassette programs, students learn about the American Indian culture and how the Indians live in southeastern Alaska.

Evaluative Comments and Suggestions

Educational Soundness. *Haida Story Telling Time* student text and activities are educationally sound. The teacher will have to know how to pronounce the many Haida words in the text. It would also be helpful if the teacher had a background knowledge of the Haida group. Students who are not of the Haida group will not be able to achieve all of the objectives listed. The materials can easily be adapted for a unit on legends or myths of ethnic groups.

The filmstrip/cassette program *What Kind of Raven* is well done and summarizes many facets of southest Alaskan tribal culture. The quality of reproduction of the slides and tapes is commendable. Information about totem pole, emblems, and ceremonials is well developed.

The filmstrip/cassette program *People and Resources of Southeast Alaska* provides an overview of the southeast Alaskan region, people, resources, and customs. The sound and sights are well combined to present a good introduction to the area. The filmstrip could easily be used in geography or history units.

Ethnic Authenticity. All items are ethnically authentic. No modifications are needed.

Technical Quality. The activity folder must be bound. Otherwise, both *Haida Story Telling Time* and the activity folder are of a high technical quality.

The filmstrips should be packaged and an overview of the two filmstrips should be provided. Pacing and background noise are poor, but do not prevent the material from being used. The relationship of the spoken word to the image is not clear.

Arkansas

5. OZARK ETHNIC HERITAGE STUDIES PROJECT

Arkansas College
P.O. Box 2317
Batesville, Arkansas 72501

Project Director:	Richard Tallman
Ethnic Group:	Ozark Americans (Arkansas)
Subject Area:	Folklore, Language Arts, Local History, Social Studies
Audience/Grade Level:	Student Materials (8-11)
Format:	Print
Year Funded:	1977
Amount of Funding:	$22,217.00

Materials/Availability:

Country Folks: A Handbook for Student Folklore Collectors, by Richard and Laurna Tallman (1978). Available from:

(1) Arkansas College Folklore Archive Publications (Arkansas College, P.O. Box 2317, Batesville, Arkansas 72501): paperbound, 134 pp, $3.95.

(2) ERIC: ED 184 962, 135 pp, microfiche: $0.91/paper copy: $13.25, plus postage.

Materials Description:

This project developed a folklore textbook containing activities and other resources to help students in grades 8-11 develop an understanding of and appreciation for the folk culture of the Arkansas Ozarks. The rationale for the materials grew out of reports from Arkansas teachers about students of Ozark parentage who aspired "only to getting out of school with minimum effort and going on welfare." Because the ways of the mountain people are often stereotyped and ridiculed on television or in comic strips, the Ozark image is threatened by modern technology and the mass media. As a result, many young people who have never been exposed to a study of their own cultural past are rejecting their Ozark roots. The project developers believe that "folklore can be a fascinating subject," and that by collecting folklore, "a student just might become interested in school and also might learn that a lot of hard work and sacrifice and ingenuity by his forebears was required for him to have the luxury of choosing a pale, abject mediocrity."

Country Folks is intended to be used as the basic textbook for a semester-long course. It can also be used as a supplemental text for a folklore or local history unit in courses such as English, history, or social studies. While the book deals specifically with the Arkansas Ozark folk culture and generally with the Southern mountain culture, many of the activities and questionnaires can be used to study folk culture in any rural area or small town. Although some of the activities can be used with eighth- and ninth-grade students, the text was written primarily for students in grades 10 and 11. No special teacher training is necessary because teaching procedures are clearly outlined in the fourth section and all necessary background information is provided in the text.

The text consists of four major sections. In the first section, "Folklore and Folklorists," students are provided with definitions and learn about the methodology used by a folklorist. How to organize and use a folklore archive is explained and different types of folklore—riddles, children's lore, myths, legends—are discussed. Section 2, "Collecting Folklore," contains checklists to help the students prepare to collect information. Topics discussed include how to choose informants, make the first contact, do pre-field preparation, conduct an interview, and record information. Special problems and future informants are also discussed. Section 3, which comprises about half of the publication, contains 16 "Topics for Folklore Collection." Background information and specific questions to ask are provided for each topic. The topics are: Children's Games and Rhymes, Riddle-Jokes and Ethnic Jokes, Settlement and Ethnic Heritage, Place Names, Civil War Stories, Courtship and Mar-

riage, Calendar Customs, Food Preservation, Folk Medicine, Farm Life, Folk Architecture, Ghost Stories and Scary Stories, Hunting and Fishing Stories, Storytelling, Growing Up Fifty Years Ago, and Life History. The fourth and final section of the text is directed "To The Teacher." Provided are background information on the project; program objectives; a listing of additional teaching aids including texts, periodicals, films, and records; and suggestions for teaching procedures. Samples of archive accessioning and indexing are provided in the appendices.

The authors suggest that in the first week or two of the semester teachers emphasize pre-collection preparations. Students are to read sections 1 and 2 of the text and study and discuss basic folklore terms. During this preparation period, teachers should simulate situations which require students to collect information by various methods, including tape recording, dictation, note-taking, and memory. For example, a student might interview another student in front of the rest of the class. The information could be tape recorded and then transcribed.

Students then choose topics (section 2 provides topics for a semester-long course) on which to collect information. The authors encourage group work, although some of the activities can be undertaken by individual students. Students interview family members about home remedies for ailments; photograph old architecture; collect hunting, fishing, and ghost stories; research family and town histories; and construct life histories. Students are encouraged to keep notebooks, construct bulletin board displays, prepare and present dramatizations of the stories they collect, and establish a school archive. The form of evaluation used is left to the discretion of the teacher.

The materials contained in the textbook were field tested in 34 classes, grades 8-11. Evaluation results indicate that while eighth- and ninth-grade students enjoyed the folklore study, the work that they produced was not "academically competent." The best results were achieved with students in grades 10 and 11.

Evaluative Comments and Suggestions:

Educational Soundness. Although these materials are site-specific, dealing with the Arkansas Ozarks, the idea of using folklore to learn about ethnic background can be easily adapted and used by teachers in other parts of the country. The material, however, does have some shortcomings. The language is extremely sexist, especially the introductory section. The objectives listed are not clear and should be rewritten as behavioral objectives. Evaluators also indicated that the bibliography could be improved and that sections would be more useful if they were shorter.

Ethnic Authenticity. The handbook does not contain information on an ethnic group but rather describes a technique to develop ethnic folklore with students. The approach is ethnically sound. One evaluator said that pitfalls to watch for should have been discussed in the handbook and examples of possible uses of the products, insofar as ethnicity is concerned, could have been provided.

Technical Quality. Only the microfiche was available for evaluation. Technically it was of good quality.

California

6. TACT—CHINESE AMERICAN HERITAGE PROJECT

Association of Chinese Teachers
1-15 Waverly Place
San Francisco, California 94108

Project Director: Laureen Chew
Ethnic Group: Chinese Americans (California)
Subject Area: Social Studies
Audience/Grade Level: Student Materials (4-6)
Format: Print
Year Funded: 1976
Amount of Funding: $39,000.00
Materials/Availability:

Chinese Americans Past and Present: A Collection of Chinese American Readings and Learning Activities, by Don Wong and Irene Dea Collier (1977). Available from:
(1) project: paperbound, 76 pp, $2.95.
(2) ERIC: ED 146 247, 82 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Teacher's Guide, Chinese Americans Past and Present: A Collection of Chinese American Readings and Learning Activities, by Don Wong and Irene Dea Collier (1977). Available from:
(1) project: paperbound, 43 pp, $3.65.
(2) ERIC: ED 146 246, 43 pp, microfiche: $0.91/paper copy: $3.50, plus postage.

Chinese Americans Past and Present: Chronology and Activity Sheets for Thermal-Faxing (1977). Available from project: in plastic envelope, 21 pp, free with teacher's guide when purchased from project.

Materials Description:

These materials are designed to "(1) broaden the student's awareness that Chinese Americans are an integral part of a multiethnic pluralist American society, (2) develop the student's understanding of the vital role that Chinese Americans played in the development of the West, and (3) increase the student's knowledge of the social factors that have shaped the Chinese-American experience." The developers state the materials should be interesting to students in grades 4-6. The reading range is 4.0 to 5.0.

The student resource book, *Chinese Americans Past and Present*, contains 20 stories about the experiences of Chinese in America from the late 1800s to the present day. Some of these stories are true; others are fictional. All show how Chinese Americans fit into the larger society. One story, for example, relates the experience of Siu Lun Wong, who arrived at Angel Island in San Francisco Bay in 1920. The difficulty of answering the immigration officer's questions, the loneliness of arriving in a new country, and the strangeness of American foods are explored through this young boy's eyes.

The accompanying teacher's guide and activity sheets are keyed to the stories in the resource book. Activities suggested for Siu Lun Wong's story include recreating the interrogation at Angel Island and class discussion. In addition to providing activities, the teacher's guide summarizes the stories and gives objectives, necessary background, vocabulary lists, and common areas of study. The teacher's guide also contains reference materials, a bibliography, fact and figures, and a list of resource centers.

The project's final report indicates that the materials were revised based upon feedback from teachers in ten school sites in San Francisco and Berkeley.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are appropriate for teachers in California to use with students in grades 4-6. Students in other parts of the country may find relating to the materials difficult because they focus heavily on the Chinese-American experience in California. One evaluator noted that the objectives do not indicate the level of performance expected of students.

Ethnic Authenticity. For the most part the materials describe the Chinese-American experience in California and are ethnically authentic. Many of the books in the reference lists are no longer in print or the ordering information is out of date. One evaluator mentioned that the student resource book is "innovative and stimulating to teach." The evaluator also noted that the teacher's guide is well written and "the brief chronology of Chinese-American history would be a great help to teachers in understanding the Chinese-American experience." A second evaluator commented that "some of the activity sheets are not appropriate for the content while others are good to excellent."

Technical Quality. The materials are in a commercial format. The saddle-stapled student resource book and teacher's guide will not endure constant use, however, The black-line master activity sheets are generally of good reproducible quality but are not enclosed in a very permanent folder.

7. CALIFORNIA ETHNIC HERITAGE PROGRAM

California State Department of Education
Office of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento, California 95814

Project Director: Frederic Gunsky
Ethnic Group: Multiethnic; American Indians, Asian Americans, Black Americans, Jewish Americans, Latin Americans, Portuguese Americans, Spanish Americans
Subject Area: Art, Language Arts, Music, Social Studies
Audience/Grade Level: Teacher Resources (K-8)
Format: Print
Year Funded: 1974
Amount of Funding: $70,000.00
Materials/Availability:

Guide for Multicultural Education: Content and Context (1977). Available from:
(1) Publications Sales, California State Department of Education (P.O. Box 271, Sacramento, California 95802): paperbound, 26 pp, $1.25.
(2) ERIC: ED 146 099, 36 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.
(3) Anti-Defamation League (315 Lexington Avenue, New York, New York 10016): paperbound, 26 pp, $1.25.

Guide to Ethnic Heritage Curriculum Analysis (1976). A curriculum materials analysis instrument that constitutes one section of the *Guide for Multicultural Education: Content and Context* and may be purchased separately. Available from:
(1) Publication Sales, California State Department of Education: paperbound, 15 pp, $0.65.
(2) ERIC: ED 123 160, 22 pp, microfiche: $0.91/paper copy $2.00, plus postage.

Curriculum Materials: A Selected Bibliography: A Sample of Curriculum Materials Reviewed to Test Analysis Instruments in the California Ethnic Heritage Program, 1974-75 (1975). Available from ERIC: ED 123 159, 64 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Materials Description:

All three publications are resources for teachers. The first, a *Guide for Multicultural Education: Content and Context*, includes (1) a rationale for providing educational opportunities which emphasize the benefits of diversity in a pluralistic society, (2) ways to implement a school program, including a system model, (3) characteristics of multicultural instruction, and (4) a discussion of terms and concepts. One section of the guide contains two analytic instru-

ments for assessing the quality of curriculum materials. The second, and more detailed, lists the ethnic groups with which this project is identified; however, the evaluation form would be equally useful for assessing materials which include other ethnic groups.

Materials annotated in *Curriculum Materials: A Selected Bibliography* are those that were selected to assess the relevance and effectiveness of the analysis instrument discussed above. (These instruments were, in fact, revised based upon analysts' comments.) The bibliography contains 60 items, all of which met project criteria when analyzed by two or more persons. In addition to product information (such as publisher, type of item, price, audience, grade level, and ethnic coverage), the following categories were used in the annotations: general description and purpose, ethnic perspective, multiethnic perspective, instructional utilization, and summary.

Evaluative Comments and Suggestions:

Educational Soundness. The *Guide for Multicultural Education: Content and Context* is appropriate without modifications for training teachers. In addition, some sections can be used to educate community members, and some can be used as a model for developing a multicultural program. One evaluator noted that "the content is not new, but it is in a unique format," and it is a "very good document on the needs and goals of multicultural education." *Curriculum Materials: A Selected Bibliography: A Sample of Curriculum Materials Reviewed to Test Analysis Instruments* is also appropriate for teachers to use, although the references need updating.

Ethnic Authenticity. The materials are ethnically authentic without modifications. They are "multiculturally sound" and provide "a sensitive, well written and well-organized approach to multicultural education." Since some of the materials focus only on ethnic and minority groups in California, one evaluator noted that they have limited applicability.

Technical Quality. The technical quality is acceptable with minor modifications. The binding of a *Guide for Multicultural Education: Content and Context* may not endure extended use, and the placement of the page numbers is inconsistent. The single-staple binding of the *Guide to Ethnic Heritage Curriculum Analysis* is not very durable. Some of the lines in *Curriculum Materials: A Selected Bibliography: A Sample of Curriculum Materials Reviewed to Test Analysis Instruments* are so long that they are difficult to read.

8. PROJECT MECHICA: MATERIALS DEVELOPMENT IN CHICANO STUDIES

Chicano Cultural Center
Bakersfield College
1801 Panorama Drive
Bakersfield, California 93301

Project Director: Jesus G. Nieto
Ethnic Group: Mexican Americans
Subject Area: History, Literature, Philosophy, Social Studies
Audience/Grade Level: Student Materials (7-16) Teacher Resources (K-16)
Format: Print
Year Funded: 1974
Amount of Funding: $70,000.00
Materials/Availability:

Mexican and Chicano Thought and Philosophy: An Anthology, Volume I: Pre-Columbian and Mexican Philosophy, edited by Jesus Nieto (1975). Available from project: paperbound, 140 pp, $1.50.

Mexican and Chicano Thought and Philosophy: An Anthology: Volume II: Pre-Columbian and Chicano Philosophy, edited by Jesus Nieto (1975). Available from project: paperbound, 185 pp, $1.50.

Sighs and Songs of Aztlan: New Anthology of Chicano Literature, edited by F.E. Albi and Jesus G. Nieto (1975). Available from:
(1) project: paperbound, 209 pp, $6.36.
(2) Universal Press (Bakersfield College, Bakersfield, California 93305): paperbound, $7.00.

The Chicano: His History, Culture, and Heritage, A Bibliography of Materials at Bakersfield College Library and Chicano Cultural Center, by Jesus G. Nieto (1976). Available from project: 100 pp, paperbound, $1.50.

Materials Description:

The anthologies contain essays and selections in English and Spanish. *Volume I: Pre-Columbian and Mexican Philosophy* contains nine essays by well-known philosophers, including Octavio Paz, Samuel Ramos, and Leopoldo Zea. These selections describe, review, and discuss Aztec epistemology; Nahuatl thought; the works of Vasconcelos and Caso-Mexican philosophy; psychological position and response; religious celebrations; and a critical review of the work of Carlos Castaneda.

Volume II: Pre-Columbian and Chicano Philosophy contains 19 essays and excerpts from the works of Alurista, Reies Lopez Tijerina, and Jorge Terrazas Acevedo among many others. These selections include discussions of colonialism; Chicano politics—revolt and plans; the Chicanos and their families; contemporary issues; the psycho-historical experience of Mexican Americans; poetry; and doctrine. A bibliography is also included.

Sighs and Songs of Aztlan is a collection of poems and essays by 19 Chicano writers who submitted their work to Project MECHICA. Some selections or parts of selections are written in Spanish.

The bibliography, *The Chicano: His History, Culture, and Heritage*, contains lists of resources available at Bakersfield College Library and at the Chicano Cultural Center.

Evaluative Comments and Suggestions:

Educational Soundness. The two-volume anthology is an excellent resource on Mexican philosophy which can be used by students or teachers as background reading. One evaluator remarked that these materials "go beyond the usual arts and crafts" approach to teaching about culture.

Ethnic Authenticity. The materials are authentic. One evaluator called the two-volume anthology a "well-selected, diverse, and revealing collection" which gives valuable background on the philosophical and psychological environment from which Mexican immigrants came. Volume II was thought to be somewhat dated, although an accurate reflection of Chicano thought in the early 1970s.

Sighs and Songs of Aztlan is also ethnically authentic. One evaluator noted that "its authenticity stems directly from the fact that it is the literary product of ethnic people."

Although the bibliography was accepted, it is outdated. Other, more recent works are more useful. This particular bibliography would be most helpful to those wishing to use the collection at Bakersfield College.

Technical Quality. All four documents are of acceptable, but not outstanding, technical quality. The anthologies contain reprints of original articles that have not been retyped. Therefore, articles are in different type faces and sizes and the quality of the image varies widely. *Sighs and Songs of Aztlan* does not have this problem, but its tables of contents and illustrations should be at the front, rather than the back. The bibliography, which is of only "fair" print quality, should have the pages numbered.

9. CHINESE AMERICAN HERITAGE STUDIES PROGRAM

Chinese Culture Foundation
750 Kearny Street
San Francisco, California 94108

Project Director:	Shirley Sun
Ethnic Group:	Chinese Americans
Subject Area:	Home Economics, Music, Physical Education, Social Studies
Audience/Grade Level:	Teacher Resources (7-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$40,000.00

Materials/Availability:

Chinese Foods: Teacher's Handbook, edited by Joe Huang (1976). Available from ERIC: ED 178 666, 68 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

A Different New Year: Chinese New Year, Teacher's Handbook, by Joe Huang (1976). Available from ERIC: ED 178 664, 47 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

The Sound of Silk and Bamboo: Chinese Music, Teacher's Handbook, by Joe Huang (1976). Available from ERIC: ED 178 665, 29 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Tai-Chi Chuan: Teacher's Handbook, by Master Lu Ying-ju (Sumo Kuo) (1976). Available from ERIC: ED 178 663, 48 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Materials Description:

This project developed packets for teaching about Chinese music, foods, physical culture, and the Chinese New Year. The goal was to rectify distortions about nonwhite peoples found in American textbooks. Although the materials were developed for secondary school use, they could also be used in elementary classrooms.

Chinese Foods is intended to be a short but comprehensive beginner's guide to Chinese cooking for teachers of secondary-level home economics, though much can also be of use in elementary classrooms. Because they are more frequently encountered in America, Cantonese cooking terms are used. The booklet defines the four cooking areas of China and explains the utensils, ingredients, and nutritional value of Chinese cooking. Lesson plans for food preparation are detailed, recipes are included, and directions for a "Chinatown Culinary Walk" (in San Francisco) are given, along with a bibliography of basic books on Chinese cooking.

The teacher's guide for *A Different New Year* explains in detail the festivities related to the Chinese New Year. Suggested classroom activities, field trips, calendar computations, and resources for further study are included.

Chinese music is presented in *The Sound of Silk and Bamboo*. In the outline for a two-day lesson, students are introduced to the sights and sounds of Chinese instrumental music, using six basic Chinese instruments. Each instrument is described and Bay Area resources for Chinese music are listed.

Tai-Chi Chuan was prepared for junior and senior high physical education instructors. This ancient martial art is explained through illustrations and detailed instructions for the first 14 movements. Lesson plans and resources are appended, with a complete list of the 64 movements taught by Kuo Lien-Ying.

Evaluative Comments and Suggestions:

Educational Soundness. Each of the four guides is considered educationally sound without modifications. *The South of Silk and Bamboo* will not be as effective without the videotape

prepared by the project, which is not available. *A Different New Year* and *Chinese Food* suggest field trips to Chinatown, which would not be possible in all locations.

Ethnic Authenticity. The ethnic content of the guides is authentic. One evaluator commented that the guides do an excellent job of showing the uniqueness of Chinese-American culture.

Technical Quality. Because the original documents were not available for evaluation, microfiche copies were examined. The illustrations and photographs do not reproduce well on microfiche. This is particularly important for the unit *Tai-Chi Chuan*, because the instructor will need the illustrations of martial arts positions in order to teach the positions to students.

10. ETHNIC HERITAGE STUDIES—TRAINING IN MULTICULTURAL EDUCATION PROJECT

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Project Director: Masako N. Tanaka
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Teacher Education (Preschool-3)
Format: Print
Year Funded: 1977
Amount of Funding: $48,013.00
Materials/Availability:

Selecting Children's Books with a Multicultural Perspective, adapted by Masako N. Tanaka from the unit *Selecting Children's Books with a Black Perspective* (available from project: $7.95), by Francione N. Lewis (1977). Available from ERIC: ED 177 048, 92 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

Selecting Children's Books with a Multicultural Perspective is a three-lesson unit for training teachers to systematically evaluate classroom materials in terms of their appropriateness and relevance to the child, an ethnic group, and a pluralistic perspective. The first lesson introduces the unit, the second focuses on analyzing illustrations, and the final lesson covers analysis of written materials from the perspective of a particular culture. Objectives, evaluation instruments, and exercises are included in the unit. Although the training material is designed to improve instruction of children who are three to eight years of age, it can also be used by teachers or trainers of older students.

Evaluative Comments and Suggestions:

Educational Soundness. The learning unit is appropriate with minor modifications for training teachers and librarians. All the examples currently refer to Black Americans; information about other groups should be added. Multicultural education as a broad issue should be added to the rationale. Instructors must have expertise in analyzing materials.

Ethnic Authenticity. The information about Black Americans is ethnically authentic. If the unit is modified to contain information about other ethnic groups, the skills taught could "be used to analyze any book for each and every ethnic group."

Technical Quality. Both evaluators accepted the technical quality with strong reservations; the unit needs major modifications. The binding is not durable, and the lessons in the unit are inconsistently labeled. The print is very difficult to read because the style and quality of the typeface are inconsistent. Many of the visuals are unclear, unlabeled, and improperly placed.

11. CONTRIBUTIONS OF JAPANESE AMERICANS TO AMERICAN LIFE: CURRICULUM DEVELOPMENT PROGRAM

Japanese American Citizens League
22 Peace Plaza, Suite 203
San Francisco, California 94115

Project Director: Patricia Nakano
Ethnic Group: Japanese Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:

The Experience of Japanese Americans in the United States: A Teacher Resource Manual (undated). Available from:

(1) project: paperbound, 192 pp, $1.00 for postage and handling.
(2) ERIC: ED 115 703, 186 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

This project developed an elementary and secondary teacher resource manual containing background information and suggested instructional activities and materials dealing with the Japanese Americans. The manual is intended to help teachers "incorporate the Japanese American experience in a meaningful context into the total instructional framework of the educational system."

The manual is comprised of five sections. The first describes the history, experiences, aspirations, problems, successes, and failures of Japanese Americans as a people. The section ends with a U.S./Japanese chronology.

The second section contains suggested activities and resources for the grade clusters of K-3, 4-6, 7-8, and 9-12. The activities for grades K-3 are intended to help students develop self-concept, identify basic human needs, and develop positive

attitudes toward different needs, values, and lifestyles. In the intermediate-level activities, students learn about the historical role of Japanese Americans as one of many immigrant groups. The junior high activities help students acquire an understanding of the characteristics of Japanese Americans and other ethnic groups and the development of ethnic communities. The grade 9-12 activities analyze the concept and nature of Americanism and help students understand how elements of Americanism have remained constant or changed over time. Teaching techniques used in the activities are many and varied; they include listening to fairy tales, keeping a journal, analyzing census data, debating issues, researching many different topics, and reading and discussing excerpts from literature and magazine articles.

The third and fourth sections of the manual contain annotated bibliographies of student and teacher print and nonprint materials. The manual concludes with a very brief listing of additional resource materials.

Evaluative Comments and Suggestions:

Educational Soundness. The materials were accepted as educationally sound without modifications.

Ethnic Authenticity. The materials are dated; however, 1980 census data could be used in appropriate places to update them.

Technical Quality. A large portion of the book contains type which is too small to read comfortably. The book is printed on colored paper which one evaluator termed "colorful, but not otherwise functional."

12. A CURRICULUM DEVELOPMENT PROGRAM IN SUBURBAN ETHNICITY: A CASE STUDY OF THE GREEK AMERICAN EXPERIENCE IN SOUTHERN CALIFORNIA

Palos Verdes High School
600 Cloyden Road
Palos Verdes Estates, California 90274

Project Director:	James F. Dimitriou
Ethnic Group:	Greek Americans (California, Los Angeles)
Subject Area:	Foreign Languages (Greek), Local History, Social Studies
Audience/Grade Level:	Adult/Community Education Teacher Resources (7-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$25,000.00

Materials/Availability:

A Teacher's Manual and Curriculum Guide for Activities and Resources, by James F. Dimitriou et al. (undated). Not available.

Materials Description:

This publication deals with the Greek-American experience in Los Angeles. The material is intended to be used in social studies courses (grades 7-12), in Greek language courses, and in Sunday school classes to give users a greater understanding of and appreciation for the Greek-American heritage.

The book is comprised of three sections. "Part I: 1895-1935" discusses factors behind the Greek emigration, the jobs available to the early immigrants, the many problems they faced, and the fraternal organization which the Los Angeles immigrants formed to help them cope with their environment. In "Part II: The Second Generation, 1935-1955," family life and children's social life are discussed; the many activities of the Order of AHEPA are examined. "Part III: The Third Generation: 1955-Today" discusses the characteristics of third-generation Greek Americans, who are both proud of and rich in their Greek cultural heritage and products of the American environment in which they were raised.

Each section contains the program narrative of a slide presentation (which was not evaluated), followed by definitions of new vocabulary used in the presentation, a summary of the meanings of the Greek songs used in the media program, and discussion questions that relate to the narrative. Also included are activities developed by classroom teachers. Students are asked to trace their own family histories, discuss positive and negative aspects of their ethnic background, conduct interviews, analyze television programs in terms of ethnic characteristics, and attend church services of various ethnic groups. The guide also contains a brief narrative on the background of the Greek-American community of Los Angeles and various other resource materials on Greek Americans, including names and addresses of Greek Orthodox churches, Greek-American organizations, Greek restaurants and nightclubs, Greek stores, and Greek radio programs in Southern California. Listings of Greek-American organizations and publications nationwide are also included.

Evaluative Comments and Suggestions:

Educational Soundness. Teachers in California schools, church groups, and frateral organizations can use the guide without modifications. Teachers in other areas of the country can use a few of the activities or use the guide as a model for developing their own programs. The guide is a helpful resource without the slide/tape program, since it contains written narratives of the scripts. Most of the activities are appropriate for teaching the content. One evaluator mentioned that specialized knowledge of Greek Americans would be useful to the instructor.

Ethnic Authenticity. The ethnic authenticity of the guide is acceptable although the work is not very scholarly. One evaluator concluded that the

tone of the writing is chauvinistic in places; the other evaluator commented that the section on additional resources about Greek Americans needs updating.

Technical Quality. The technical quality is acceptable with modifications. Some of the guide's features make it difficult to use: the binding is not very sturdy, the spacing and the layout of the print are confusing, and the masters for student handouts are not clearly set apart. Color-coding would address the latter problem.

13. CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHER TRAINING PROJECT

St. Patrick's Day Care Center
366 Clementina Street
San Francisco, California 94103

Project Director: Irene B. Pilar
Ethnic Group: Multiethnic (California, San Francisco)
Subject Area: All Areas
Audience/Grade Level: Teacher Education (Early Childhood Education)
Format: Print
Year Funded: 1977
Amount of Funding: $43,075.00
Materials/Availability:

Cultural Diversity in Early Childhood Education Teacher Training Manual: A Project of St. Patrick's Day Care Center, San Francisco, California (1978). Available from:
(1) project: paperbound, 113 pp, $3.00.
(2) ERIC: ED 175 538, 103 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Materials Description:

This project developed and implemented a two-semester series of workshops accompanied by fieldwork experience to provide early childhood education teachers with the skills needed to plan a multicultural program. So that others might create their own teacher-training projects and multicultural programs, the project developed a manual containing a description of the project and a model for developing a multicultural program for young children. The premise on which the project is based is that "the essential element of successful multicultural education is the attitudes of teachers towards their own ethnicity and towards people of different backgrounds."

The first half of the manual describes the project. Included are the "Workshop Facilitator Questionnaire," project objectives, a calendar of events, descriptions of workshop content and fieldwork assignments, and evaluation methods. The model for a multicultural curriculum for early childhood education comprises the second half of the manual. Discussed are what is involved in the initial planning process, how to develop a multicultural environment, the goals and objectives of curriculum development, how to organize an early childhood multiethnic curriculum using a thematic approach, the need to use community and parent resources, parent/staff relationships, and curriculum evaluation. As an example of the thematic approach, a monthly schedule of activities and sample lesson plans for a unit on work are provided. The manual concludes with a bibliography of recommended readings.

Evaluative Comments and Suggestions:

Educational Soundness. The manual is appropriate for training San Francisco teachers if teaching strategies are added. It can also be used to train teachers in other areas of the country if the objectives and resources that refer to San Francisco are modified.

Ethnic Authenticity. The manual describes authentic multicultural education training for San Francisco teachers; with modifications, it would be authentic for training of other teachers.

Technical Quality. The technical quality is acceptable although the manual does have major weaknesses. The cover is not durable, and the spiral binding makes duplicating pages difficult. One analyst recommended that sections of the manual be color-coded for ease of use.

14. THE TRADITIONAL ARTS AND ORAL HISTORY OF CHICANOS OF GREATER LOS ANGELES

University of California
Center for the Study of Comparative Folklore and Mythology
405 Hilgard Avenue
Los Angeles, California 90024

Project Director: Robert A. Georges
Ethnic Group: Mexican Americans (Arizona, California, Colorado, New Mexico, and Texas)
Subject Area: Folklore
Audience/Grade Level: Student Materials (13-16)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $39,000.00
Materials/Availability:

An Annotated Bibliography of Chicano Folklore from the Southwestern United States, by Michael Heisley (1977). Not available.

Las Voces de los Campesinos, by Francisco Garcia and Pablo and Juanita Saludado (1976). Stereo record accompanied by a 21-page paperbound manual. Not available.

Materials Description:

An Annotated Bibliography of Chicano Folklore from the Southwestern United States contains nine sections. The first eight list folklore data collected from Chicanos living in the five

Southwestern states of California, Arizona, Colorado, New Mexico, and Texas. Both published works, including books and journal articles, and theses and dissertations are cited. The annotations are informative rather than critical. The first eight sections are: "Bibliographies, Indexes, and General Works"; "Narrating Traditions"; "Singing, Dancing, and Musicmaking Traditions"; "Traditional Speech"; "Traditional Customs, Rituals, Healing Practices, and Beliefs"; "Traditional Drama and Teatro"; "Traditional Games, Play, and Play Rituals"; and "Traditional Art, Architecture, Technology, Foodways, and Clothing." Section 9, which cites selected works on Mexican folklore and folkloristics, is intended to serve as a guide for the student or teacher who wishes to explore the folklore of Mexico in more detail. Items for this section were chosen because they include an overview or general assessment of folklore research in Mexico and may help users to locate major Mexican researchers, research orientations, folklore societies, and publications. Author, geographic, and subject indexes are provided.

The record *Los Voces de los Campesinos* contains songs about the farmworkers and their union and the conflicts between growers and farmworkers in California. The recordings were made at the United Farmworker's Union Hall in Delano, California. All of the songs are in Spanish. An English translation is provided in a paperbound manual that accompanies the record.

Evaluative Comments and Suggestions:

Educational Soundness. The partially annotated bibliography is acceptable without modifications. It includes a wide variety of materials, and the index makes it easy to use. The record and the manual are acceptable with minor modifications—addition of a curriculum guide or suggested activities to put the individual songs into context. One evaluator noted that the *corridos* express emotions that help students understand the struggle of the workers and identify with their plight. Another evaluator commented that the record "provides students with a primary source that gives them the opportunity to more fully understand the plight of the Chicano farm worker."

Ethnic Authenticity. The bibliography is ethnically authentic and is "a valuable tool for students and teachers." It is "excellent, comprehensive, and well-organized." One evaluator noted that although it was compiled in 1977, the bibliography is still probably the most recent reference on the topic. The songs are "authentic expressions of a musical political form" since the lyrics are antigrower and proworker. One evaluator noted that the record is "excellent for introducing students to the struggle of the Chicano farmworkers and the way Chicanos have used the *corrido* to record history and inspire action." The Spanish lyrics and the English translations in the manual are also acceptable.

Technical Quality. The technical quality of the materials is acceptable with minor modifications. One evaluator found the format of the bibliography to be too monotonous for college students. The manual accompanying the record is not durable because it does not have a cover. The packaging and labeling of the manual and the record are confusing because there is no indication that the two go together.

15. BAY AREA FILIPINO CULTURE EDUCATION PROJECT (BAFCEP)

University of San Francisco
School of Education
2130 Fulton Street
San Francisco, California 94117

Project Director: James S. Eckenrod
Ethnic Group: Filipino Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (6-8)
Format: Print
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

Filipino Culture Education Project Package (1977). This package includes the following materials:

1. *The Filipino Family Teacher's Guide*, student booklet, and 20 bilingual student task cards (revised 1977).
2. *Teenagers in the Philippines and the Filipino Teenager: USA Teacher's Guide* and 15 bilingual student task cards for each of the two units (revised 1977). Available from ERIC: ED 144 864, 278 pp, microfiche: $0.91; paper copy $18.50, plus postage.

Materials Description:

The three units included in the package were developed for use with students in grades 6-8. The intent was "to help students recognize the rich cultural heritage of Filipino Americans, develop bicultural identities, and help non-Filipino students develop appreciation for the cultural diversity of U.S. society." Although the special content focus of the materials is on Filipino Americans, the teaching strategies used are generic and could easily be adapted to include different cultural groups or to provide students with tools to examine human development in more universal contexts. "A major emphasis in the design of the student activities is on providing occasions for reflection upon personal experience—an intellectual process that is within the developmental capacity of students of this age—rather than upon the academic analyses of the experience of others—an intellectual task that typically exceeds the capacity of youngsters in the middle school years."

Each of the units is designed to take from one to three weeks of class time. For the most part,

the units are organized around activities, each of which is meant to be a self-contained, student-managed learning package. The units provide student task directions in both Tagalog and English.

In *The Filipino Family*, students are engaged in such activities as making a family album and a family tree, comparing families from many cultures, writing a family history, diagramming family roles, and taking pictures. Student objectives for the unit are to learn about their own cultural roots and develop an appreciation of bicultural identities.

Teenagers in the Philippines focuses on cultural features of adolescence in the Philippines. Topics such as adulthood, friendship, humor, the "Yankee" influence, work, legends, native dress, schools, character traits, and favorite activities are investigated by questioning and interacting with persons who have lived in the Philippines.

The Filipino Teenager: USA "includes task activities that are intended to provide opportunities for students to take a look at the patterns of adolescent behavior of Filipino-Americans and other teenagers and to explore how cultural expectations affect behavior, their own and that of other young people."

The project's final report, which is included in the package, presents information on the field test of the materials, as well as suggestions for preparing to use the units.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are appropriate with minor modifications for teachers in areas with a Filipino population. Slides must be prepared for some of the student activity cards that accompany *The Filipino Family Teacher's Guide*. One evaluator felt that more student activities are needed to achieve the objectives in *Teenagers in the Philippines and The Filipino Teenager: USA Teacher's Guide*. Evaluation measures are also needed in all three units. If the materials are used to study other groups, additional modifications must be made.

Ethnic Authenticity. The materials on the Filipino family are ethnically authentic, but the evaluators disagreed about the need for minor modifications. One evaluator indicated that the descriptions of the Filipino family and culture in America are too generalized and need to reflect diversity. The second evaluator believed this change to be unnecessary since "the focal point is the presentation of the traditional family system in the Philippines which acts as a springboard for contrast and comparison with the diverse family patterns here in the U.S." The evaluator also noted that *The Filipino Family Teacher's Guide* clearly explains specific values in the Filipino family pattern and that the other materials have interesting activities that help students gain insights into the issues.

Teenagers in the Philippines and the Filipino Teenager: USA Teacher's Guide is ethnically authentic without modifications. One evaluator noted that the bibliography is comprehensive. The evaluators again disagreed about modifications required on the student activity cards. One evaluator noted that more-challenging questions must be added to eight of the cards to encourage the meaningful student discussion necessary to stimulate problem solving, which is one of the objectives. The second evaluator felt that one card should be eliminated because it is "false and divisive in the way it is planned."

None of the Tagalog translations were evaluated.

Technical Quality. The materials are acceptable with minor modifications. They do not have bindings so they are not durable. The labels on the materials do not clearly indicate which are appropriate for teachers and which for students. The activity cards and a few of the pages in the student booklet are not numbered. One evaluator noted that the print is typewriter quality so it may not reproduce well.

16. ASIAN AMERICAN HERITAGE ARCHIVAL PROJECT

Visual Communications, Inc.
1601 Griffith Park Boulevard
Los Angeles, California 90026

Project Director:	Robert J. Yamamoto
Ethnic Group:	Asian Americans; Chinese Americans, Filipino Americans, Japanese Americans, Korean Americans, Samoan Americans
Subject Area:	Humanities, Social Studies
Audience/Grade Level:	Student Materials (7-16) Teacher Resources (7-16)
Format:	Print
Year Funded:	1976
Amount of Funding:	$39,000.00

Materials/Availability:

In Movement: A Pictorial Picture of Asian America, photographs by Visual Communications, text by Franklin Soichiro Odo (1977). Available from project: 157 pp, paperbound: $15.00/hardbound $25.00.

Materials Description:

In Movement was developed "first, to give a visual identity to Asian-American history . . . and second, to analyze Asian-American immigration in the context of the economic and territorial expansion of Western nations into the Pacific and Asia." The book includes 200 photographs, chosen from a collection of more than 500,000, which graphically depict the major content themes. Dr. Franklin Soichiro Odo, an Asian-American scholar, wrote the accompanying text.

The themes through which the history of Chinese, Japanese, Korean, Filipino, and Sa-

moan Americans is traced are immigration, work, and community. The first section of the text traces the movement of these groups from the 1840s, when a significant number of immigrants left the Kwangtung Province in Southeast China, until the present. The second section of the book examines work in the context of the land, the sea, and the city—those places where the immigrants sought jobs and security. The last section deals with the community, which for Asians was perceived as "a vital and necessary source of support."

In Movement could be used in either of two ways. It could be used as a student resource for Asian-American students seeking a sense of identity with their own heritage. Students of other racial or ethnic backgrounds should also find the book helpful because it points out major economic and intellectual contributions made by Asian Americans.

The book would probably be most useful for teachers who are developing a conceptually organized multicultural education program. It would be a useful resource in extending a variety of classroom strategies and activities.

The book has been field tested in only two sites. Those teachers and students who did use it found it to be of generally high quality.

Evaluative Comments and Suggestions:

Educational Soundness. The book is appropriate without modifications as a supplementary resource. One evaluator felt that it is more appropriate for older students since younger ones may not have the contextual knowledge to benefit from it. One evaluator commented that the book is "most impressive" and "discusses Asian Americans in a way that most students have never seen before." Another evaluator found the book to be an "eye-opener. . . strong and compelling." The book has been field tested but the evaluation was not very stringent.

Ethnic Authenticity. The pictures are beautiful, and the ethnic authenticity is excellent. According to one evaluator, the documentation of the immigration experiences is excellent. The evaluator also noted that the book "will revive the reader's memory of the past and stimulate the reader's commitment to work and fight for a brighter future for his/her ethnic group."

Technical Quality. The technical quality of the book is exceptional. One evaluator noted that it is "a well-made, quality, perfectbound, softcover book."

Colorado

17. ANALYSIS AND DISSEMINATION OF ETHNIC HERITAGE STUDIES CURRICULUM MATERIALS

Social Science Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director: Irving Morrissett
Ethnic Group: Multiethnic
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $45,000.00
Materials/Availability:

Ethnic Studies Teacher Resource Kit (1976). Available from project: ISBN 0-89994-188-5, cardboard box, 9¼" x 9¼" x 2", $39.95. The box contains the following materials:

1. *Understanding You and Them: Tips for Teaching About Ethnicity*, by Carlos Cortés et al. (1976). Available from:
   (1) project: ISBN 0-89994-187-7, paperbound, 66 pp, $3.95.
   (2) ERIC: ED 120 032, 69 pp, microfiche: $0.91/paper copy: $5.30, plus postage.
2. *Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography* (1976). Available from:
   (1) project: ISBN 0-89994-184-2, paperbound, 275 pp, $7.95.
   (2) ERIC: ED 128 233, 284 pp, microfiche: $0.91/paper copy: $19.15, plus postage.
3. *Ethnic Studies Materials Analysis Instrument* (1976). Available from:
   (1) project: ISBN 0-89994-179-6, paperbound, 24 pp, $1.95.
   (2) ERIC: ED 128 279, 25 pp, microfiche: $0.91/paper copy: $2.00, plus postage.

The two following publications are included in the *Ethnic Studies Teacher Resources Kit* but are not available for separate purchase from the project:

4. *Teaching Strategies for Ethnic Studies*, by James A. Banks, second edition (1979). Available from Allyn and Bacon, Inc. (470 Atlantic Avenue, Boston, Massachusetts 02210): paperbound, 502 pp, $10.95.
5. *What Is An Ethnic Group?* (1973). Available from Educational Design, Inc. (47 West 13th Street, New York, New York 10011): filmstrip (94 frames)/cassette, $24.00.

Materials Description:

The resource kit produced by this project contains comprehensive background materials and strategies for use in teaching ethnic studies. The items in the kit have been chosen to present (1) basic summaries of current thinking in the field of ethnic studies, (2) a list of commercial resources, and (3) practical teaching suggestions that are adaptable to most classroom situations. Users may choose from a number of activities listed in the books or draw on the materials to design their own ethnic studies curriculum

or unit of study. The amount of class or teacher time required will depend on the needs and goals of the individual user.

Understanding You and Them presents a discussion of the nature of ethnicity in the curriculum, along with classroom activities designed to introduce the concept of ethnicity and to enrich students' knowledge of their ethnic origins and the ethnic origins of others. Methods of identifying available ethnic studies materials and selecting those that best suit the needs of a particular class are suggested. Finally, an annotated list of existing instruments for evaluating various aspects of existing ethnic studies programs is presented.

Materials and Human Resources for Teaching Ethnic Studies includes annotations of more than 1,100 materials for teaching ethnic studies. Curriculum materials, student resources, teacher resources, and films are annotated. The bibliography contains a listing of ethnic organizations and human resources as well as a listing of publishers of ethnic studies materials.

The Ethnic Studies Materials Analysis Instrument was designed to help persons preparing an ethnic studies curriculum verify the ethnic accuracy of materials.

Banks' *Teaching Strategies* is a handbook designed to help teachers obtain the content, strategies, concepts, and resources needed to make the teaching of ethnic studies an essential component in American education. It contains a rationale for teaching comparative ethnic studies and chapters on each major American ethnic group. Within each chapter are a chronology of key events, an historical overview of the group discussed, illustrative key concepts and teaching strategies, an annotated bibliography for teachers, and an annotated bibliography for elementary and secondary students.

The 15-minute filmstrip and cassette included in the kit graphically portray the components involved in defining the terms "ethnic group" or "ethnic identity" (e.g., neighborhood, names, religion, clothing, cultural styles, education, recreation, group continuity). The terms "assimilation" and "acculturation" replace the old melting pot analogy. Reasons why ethnic groups remain "apart" are examined.

Evaluative Comments and Suggestions:

Educational Soundness. The three project-developed products were accepted individually as educationally sound, as was the entire kit. One evaluator noted that the evaluation instrument is particularly good.

Ethnic Authenticity. The major criticism of the materials is that the bibliography, *Materials and Human Resources for Teaching Ethnic Studies*, is now dated since most of the entries were published in 1975 or before. One evaluator also noted a lack of entries on Caribbeans, Cape Verdeans, and West Indians. Although the entries in the book are ethnically authentic, the document would be much improved if it were updated and broadened in scope.

Technical Quality. The kit provides "an example of good packaging . . . professionally done." Black-line masters of the evaluation instruments in the *Ethnic Studies Materials Analysis Instrument* would be a useful addition.

18. ETHNIC STUDIES PROJECT FOR SCHOOL LIBRARIANS

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director: Frances Haley
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: School Librarians or Media Specialists (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $42,901.00
Materials/Availability:
Ethnic Studies Handbook for School Librarians, by Frances Haley, Susan Hustleby, and Regina McCormick (1978). Available from:
(1) project: ISBN 0-89994-232-6, paperbound, 67 pp, $5.95.
(2) ERIC: ED 167 460, 77 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Materials Description:

The Ethnic Studies Project for School Librarians was designed to help elementary and secondary school librarians identify, analyze, and select appropriate and useful ethnic studies library materials. Between January and May of 1978, project staff conducted six two-day workshops for 120 Colorado school librarians. The *Ethnic Studies Handbook for School Librarians* was developed by the project and field tested during the workshops. Comments and suggestions from workshop participants have been incorporated into the final edition. The developers hope that the handbook will be a useful and practical resource for school librarians, not only in Colorado, but in other states as well.

The *Ethnic Studies Handbook* is organized into four parts. Part I—"Identifying Ethnic Groups"—contains sample census tables showing the social characteristics of residents by race for the state and for individual counties of Colorado. (The same census data for other states are available in the *1970 Census of Population*, a publication found in the government documents section of most large libraries.) Part I also contains a telephone directory activity designed to help librarians identify ethnic groups at the community level, in addition to a brief discussion of other sources librarians can use to acquire data on ethnic groups at the local and neighborhood levels. Part II—"Identifying and Evaluating Ethnic Studies Materials"—discusses sources

of ethnic studies materials, the different kinds of materials that are available, and the characteristics of these materials. Also included in this section are instruments for measuring materials in terms of reading level and soundness of content, along with a brief list of reference aids for recognizing bias. Part III contains a list of school library activities focusing on ethnic groups that librarians can implement in their schools. The fourth part of the handbook consists of an annotated bibliography of print and nonprint ethnic studies materials for elementary and secondary school libraries. The list includes books, ERIC documents, and journal articles. To facilitate the use of the bibliography, title, author, and subject indexes are provided.

Evaluative Comments and Suggestions:

Educational Soundness. The handbook is educationally sound. It addresses an important audience—school librarians—and can be used by others to conduct workshops.

Ethnic Authenticity. The activity for identifying ethnic groups in the school community and neighborhood is site-specific as designed. Census statistics from the geographic area of the user must be used, rather than those in the book.

Technical Quality. Although the materials were commended as "professionally packaged," one evaluator indicated that the staple binding was not sturdy enough for heavy, continued use.

19. ETHNIC HERITAGE STUDIES CLEARINGHOUSE

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director: Francis Haley
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Anyone interested in ethnic studies
Format: Print
Year Funded: 1978
Amount of Funding: $38,000.00
Materials/Availability:

Ethnic Heritage Studies Program Catalog: 1974-1979, by Regina McCormick (1980). Available from:

(1) project: ISBN 0-89994-247-4, paperbound, 144 pp, $9.95.
(2) ERIC: ED 204 190, 149 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Ethnic Studies Sampler: The Best of the Title IX Project Materials, edited by Frances Haley (1981). Available from:

(1) project: ISBN 0-89994-251-2, paperbound, 414 pp, $20.00.
(2) ERIC: ED 198 065, 418 pp, microfiche: $0.91/paper copy: $28.40, plus postage.

Materials Description:

This project collected and analyzed all materials developed by the Title IX Ethnic Heritage Studies projects funded from 1974 to 1977. The *Ethnic Heritage Studies Program Catalog* contains analyses of the project materials and information about other project activities. Also included in the catalog are brief descriptions of the ethnic studies projects funded in 1978 and 1979. A sampler of exemplary lessons and materials developed by the Title IX projects was also produced.

Evaluative Comments and Suggestions:

Educational Soundness. These two publications are useful and almost essential resources for those interested in the field. One possible problem with the catalog is that at the time the catalog was written some projects had not been completed. Therefore the catalog only describes what these projects planned to do, not the eventual outcomes. The sampler contains some fine examples of the right way to develop curriculum and of strategies and tactics for implementing specific kinds of lessons and activities.

Ethnic Authenticity. Both products are ethnically authentic. The catalog is a very important work—a "must" for anyone who wants to benefit from the efforts of the 1970s in trying to understand and make all Americans understand our cultural plurality. The sampler is a very timely and needed work. It will save time and money for school systems and should be immediately distributed to all school districts who are charged with implementing ethnic studies programs.

Technical Quality. These are excellent publications, although the catalog should be hardbound.

20. ETHNIC HERITAGE STUDIES CLEARINGHOUSE

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director: Frances Haley
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Anyone interested in ethnic studies
Format: Print
Year Funded: 1979
Amount of Funding: $41,794.00
Materials/Availability:

Ethnic Heritage Studies Program Catalog: 1978-1980 Supplement, by Regina McCormick (1981). Available from:

(1) project: ISBN 0-89994-269-5, paperbound, 109 pp, $7.95.
(2) ERIC: ED 204 205, 109 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Materials Description:

The catalog contains descriptions of the 1978 and 1979 Title IX ethnic studies project materials and information about other project activities. Also included in the catalog are brief descriptions of the ethnic studies projects funded in 1980.

Evaluative Comments and Suggestions:

Educational Soundness. The catalog is an appropriate resource without modifications. One evaluator said that it "is an extremely valuable guide for teachers and administrators interested in locating materials on a wide variety of ethnic studies subjects."

Ethnic Authenticity. The ethnic authenticity of the catalog is acceptable without modification.

Technical Quality. The catalog is acceptable without modifications. One evaluator commented that it is "excellent."

21. CONTINUING ETHNIC HERITAGE: A CURRICULUM PROJECT ON THE TRANSNATIONAL LINKAGE OF AMERICAN ETHNIC GROUPS

University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80210

Project Director:	Andrew F. Smith
Ethnic Group:	Multiethnic; Arab Americans, Black Americans, Irish Americans, Mexican Americans
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Resources (7-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$38,000.00

Materials/Availability:

Ethnicity and Me: An Experimental Unit, by Gary R. Smith (1976). Available from ERIC: ED 125 992, 79 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Ethnicity in My Community and the World: An Experimental Unit, by Gary R. Smith (1976). Available from ERIC: ED 125 993, 76 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Ethnic Conflict and Ethnicity and Global Issues: Two Experimental Units, by Gary R. Smith (1976). Available from ERIC: ED 125 994, 45 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Evaluation Unit: An Experimental Unit, by Gary R. Smith (1976). Available from ERIC: ED 125 995, 46 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

The latter four units have been revised and are available in the two following volumes:

Teaching About Ethnic Heritage, Ethnic Heritage Series, Volume 1, by Gary R. Smith and George G. Otero (1977). Available from:
(1) project (ATTN: Materials Distribution): paperbound, 103 pp, $5.95.
(2) ERIC: ED 139 708, 97 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Teaching About Ethnic Conflict: Global Issues, Ethnic Heritage Series, Volume 2, by Steven L. Lamy (1978). Available from:
(1) project (ATTN: Materials Distribution): paperbound, 112 pp, $6.00.
(2) ERIC: ED 153 928, 118 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Transnational Links Between the Arab Community in the U.S. and the Arab World, by Ayad Al-Qazzaz (1976). Available from ERIC: ED 174 525, 40 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Mexico in the Study of Mexican Americans: An Analysis of Transnational Linkages, by Carlos Cortes (1976). Available from ERIC: ED 174 526, 37 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Afro-American Linkages with Africa in Transnational Perspective, by Robert Hill (1976). Available from ERIC: ED 174 527, 61 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Transnational Linkages Between the Irish in America and the Irish in Ireland, by William McCready (1976). Available from ERIC: ED 174 528, 36 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

The experimental curriculum units, the two volumes that contain four of the five revised experimental units, and the four monographs focus on ethnicity of the individual in the community, the nation, and the world. Both the monographs and the curriculum units are based upon a model of transnational linkages of ethnic groups. The developers state that at least four linkages contribute to ethnic consciousness: a two-way linkage between the ethnic and mainstream cultures, a two-way dynamic between the ethnic group and the root culture, a dynamic between the mainstream culture and the root culture, and a linkage internal to the ethnic group which includes elements of the group's self-awareness and is not independent of the other three.

Linkages have also been classified as primary and secondary. Primary linkages are person-to-person interactions. Secondary linkages are those that emerge from mass media sources. Finally, transnational linkages are defined as those which continue to exist between the root culture and the ethnic group in the receiving host country after immigration has occurred.

The monographs discussing these linkages are based on the belief that there are few, if any, teacher resource materials which explore their meaning. The following examples illustrate why the developers feel exploring linkages is important: (1) it is important that teachers understand the influence of transnational linkages on their own behavior and perceptions; (2) this kind of understanding should facilitate a better understanding of ethnic groups; (3) it is necessary to examine linkages in order to understand the influence of ethnicity upon the individual, community, and nation; (4) the future of global ethnic relationships should be studied in terms of linkages; and (5) ethnicity must be considered in a global context.

The four monographs are primarily intended for use as teacher resources, although they could also be used as references by students in grades 11 and 12. The curriculum units are action-oriented. They consist of a series of lessons that can be taught independently or used to supplement ongoing classes. They could also be the basis of mini-courses in ethnic studies. Student handouts, as well as carefully detailed lesson plans, are included in the curriculum guides.

Evaluative Comments and Suggestions:

Educational Soundness. The experimental units are appropriate with minor modifications for use as teacher resources. A table of contents needs to be added, and some indication of which activities should be used to accomplish the primary objectives needs to be given. A sequence for using the units together should be developed. One evaluator commented that although the activities are excellent for group or individual work, they must be used by a "sensitive, dynamic teacher" who can help students learn from the information. Evaluation instruments need to be developed, and more information about ethnic groups must be added to *Ethnicity in My Community and the World.*

The two volumes of revised curriculum units and the monographs are appropriate without modifications as teacher resources. *Teaching About Ethnic Heritage* has a good format that outlines objectives and emphasizes skills. One evaluator commented that the procedures are also "original and motivating for students." The Mexican-American, Afro-American, and Irish monographs are very well done.

Ethnic Authenticity. The experimental units and the volumes of revised units are ethnically authentic without modifications. One evaluator said that *Ethnicity and Me* "would greatly add to understanding the relationships between groups" and that *Ethnic Conflict and Ethnicity and Global Issues* has "particularly effective lessons that investigate prejudice and intergroup relations."

The monographs *Mexico in the Study of Mexican Americans: An Analysis of Transnational Linkages* and *Transnational Linkages Between the Irish in America and the Irish in Ireland* are also ethnically authentic without modifications. One evaluator commented that *Mexico in the Study of Mexican Americans* contains an excellent theoretical base, research, ideas, concepts, and documentation. The second evaluator explained that it is "a very unique and ingenious analysis." One evaluator believed that *Transnational Linkages Between the Irish* is "done with impartialism and a sense of humor," and the second evaluator concluded that it is "a historical, yet evocative piece."

Afro-American Linkages with Africa in Transnational Perspective is ethnically authentic, but the evaluators disagreed about whether major modifications were needed. One evaluator believed that such statements as a reference to Idi Amin as an outstanding leader are based on questionable judgment and perspective so they should be eliminated. The second evaluator thought this modification to be unnecessary.

The last monograph, *Transnational Links Between The Arab Community in the U.S. and the Arab World,* is an interesting and scholarly work. One evaluator concluded that it "represents a contribution to an area of ethnic studies which has not been stressed in other studies." However, the emotional tone of the writing needs to be revised. One evaluator also believed that additional major changes are needed. Such undocumented statements as "The dominance of Jewish scholars and teachers both in terms of number and power in social studies has discouraged interest in studying the Arabic speaking community" must be eliminated. Such false information as the statement that all persons of Arab origin who are in the United States are placed under FBI surveillance must also be removed.

Technical Quality. All of the materials except the second volume of revised curriculum units were evaluated for technical quality, and all were found to be appropriate with minor modifications. All of the products were found to lack copyright releases for some included material and to have problems with binding. The experimental and revised units are bound in a manner that makes reproducing some of the student activities difficult, while the four monographs are bound separately in bindings that are larger than necessary. The bibliographies in the monographs and some material in the revised curriculum units need updating. The monographs would also profit from inclusion of more graphics. Other problems cited for the experimental units were lack of indication on the packaging that each unit can be used separately; lack of clear differentiation be-

tween teacher information and student activities; lack of a parental permission form needed for some of the activities in *Ethnicity and Me;* cluttered maps in *Ethnicity in My Community;* confusing title on *Evaluation Unit,* which duplicates information that is in other units; and poor reproducibility of activities in the *Evaluation Unit.*

Connecticut

22. USING ESTONIAN AMERICAN BASED CULTURE MODELS FOR MULTICULTURAL STUDIES IN THE SECONDARY SCHOOLS

Connecticut Estonian Society, Inc.
200 Maple Street
Manchester, Connecticut 06040

Project Director: Enn O. Koiva
Ethnic Group: Estonian Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (9-12)
Format: Print and Nonprint
Year Funded: 1978
Amount of Funding: $39,000.00
Materials/Availability:

Using Estonian/American Based Culture Models for Multicultural Studies: An Innovative Approach to Studying the Multi-cultural, Multi-ethnic Experience, edited by Enn O. Koiva (1979). Available from:

(1) Estonian/American Culture Models (c/o Mr. Enn O. Koiva, RFD 1, Andover, Connecticut 06232): paperbound, 174 pp, $5.00.

(2) ERIC: ED 184 978, 172 pp, microfiche: $0.91/paper copy: $11.90, plus postage.

Resource box containing the following items:

1. *Estonian Handicrafts, Art and Architecture,* slide show with script ($50.00).
2. *Estonia—Western Civilization's Outpost with the Baltic Sea,* two-part slide/cassette show ($60.00).
3. *Best Loved Estonian Songs,* records and teacher's guide ($10.00), books on assorted topics and maps (not for sale), and oral history tapes (not for sale). The slide shows and records are available for loan or individual items may be purchased from Estonian/American Culture Models (see address above).

Materials Description:

This project developed a resource kit containing print and nonprint materials on Estonian Americans for use with high school students. The materials are sufficient for a seven-week unit of study.

The program is organized around "cultural models" which are presented with the guidebook *Using Estonian/American Based Culture Models for Multicultural Studies.* The models deal with universal values; for example, how a culture views and treats life, death, love, marriage, and its heroes. The student begins with a study of the values and experiences of the base group, which in this case is the Estonian Americans. After the base group has been thoroughly examined, students are required to pick another cultural group of their own choice for individual or small-group study.

The guidebook contains student readings, based on the models, which provide students with the information necessary for the study of the base group. Students read about and discuss the history of Estonia, the Estonian immigration to America, the Estonian community in Connecticut, and Estonian folklore, fine arts, costumes, handicrafts, food, and music. Students are also involved in writing research reports, doing a family tree, and conducting interviews with Estonian Americans. The guidebook contains lesson plans, discussion questions, and suggestions for classroom activities.

The project also developed multimedia materials for use in the program. However, the guidebook can be used without the nonprint materials. In addition to the guide and the nonprint materials, the resource box also contains books on assorted topics and maps.

Evaluative Comments and Suggestions:

Educational Soundness. This is a very engaging set of materials designed either for teacher-directed or individual student use. The technique of moving from in-depth knowledge of one culture to an investigation of the same issues in another is sound, as is the concentration on values as they differ and are the same across and through cultures. The Estonian specificity is not a real issue since the approach is to use them as a case study.

Ethnic Authenticity. Cultural connectors are an excellent teaching tool. The slide shows and record are good, but would be most useful in Estonian supplementary schools.

Technical Quality. The guidebook is quite good, but it does have some shortcomings. It should be bound. The illustrations that accompany the text have no copyright releases and no acknowledgement of sources from which pictures were taken is made. Also, the title is too long.

The slide program *Estonian Handicrafts, Art and Architecture* needs some modifications. The slides should be numbered clearly and be placed in a separate carousel in consecutive order. The slides alternate—some are color, others are black and white. They seem to have been taken from books or magazines, not from real objects. There should be more explanation of the architecture and art slides to place them in proper historical perspective.

The slide program *Estonia—Western Civilization's Outpost with the Baltic Sea* is, overall, a very effective presentation. However, there are shortcomings. Each slide show should be placed in a separate carousel with a container for the

cassette tapes. Background noise should be eliminated. Although the slides are of beautiful objects and scenes very appropriately selected, they seem to be taken from books or magazines and are not sharp enough.

The record is an important component of the multimedia set. Background noise should be eliminated. The accompanying activity sheet is helpful, but not specific enough. It is actually more of an explanation sheet.

23. INTERGROUP RELATIONS AND ETHNICITY: THE PEOPLES OF CONNECTICUT

University of Connecticut
Department of Sociology
Storrs, Connecticut 06268

Project Director:	William V. D'Antonio
Ethnic Group:	Polish Americans, Puerto Rican Americans (Connecticut)
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Resources (7-12)
Format:	Print
Year Funded:	1974
Amount of Funding:	$100,000.00

Materials/Availability:

Puerto Ricans: On the Island, on the Mainland, in Connecticut, by Barbara Burdette (1976). Available from:

(1) World Education Project (Box U32, School of Education, The University of Connecticut, Storrs, Connecticut 06268): paperbound, 79 pp, $4.00.

(2) ERIC: ED 160 488, 77 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

The Poles: In Their Homeland, in America, in Connecticut, by Linda Slominski and Stanislaus A. Blejwas (1980). Available from World Education Project: paperbound, 222 pp, $4.00 plus postage.

Materials Description:

The chief aim of this project was to recognize diversity in and among ethnic groups as well as commonalities that exist in our American pluralistic society. The project produced curriculum guides and resource boxes of artifacts for teaching about Italian, Puerto Rican, Jewish, Polish, and Irish Americans. The materials are designed to teach secondary students to observe and define cultural similarities and differences, to read maps and charts, to interpret statistical data, and to recognize the main cultural concepts of the particular ethnic group being studied. The guides on Puerto Ricans and Poles were accepted by all evaluators. The resource boxes were not evaluated.

Puerto Ricans: On The Island, on the Mainland, in Connecticut is intended for Puerto Rican and non-Puerto Rican teachers and students living in Connecticut. Topics include Puerto Rican history, ethnology, geography, economy, politics, religion, migration, unique cultural traits, family structure, arts, music, holidays, and foods. These topics are discussed in terms of the island, the American mainland, and, in some units, the state of Connecticut. An annotated bibliography and list of names of organizations in New York and Connecticut which can supply further information in Spanish and English conclude the curriculum guide.

The Poles: In Their Homeland, in America, in Connecticut contains six units. Each has objectives, readings, learning activities, and a list of additional print and media resources. The units are on Poland; the historic conditions that produced Polish emigration; the history and development of the Polish-American community: Connecticut Poles; Polish literature, fine and folk arts, and holidays; and famous Polish Americans and life in Poland today.

Evaluative Comments and Suggestions:

Educational Soundness. Teachers may have to search further for resources if they want to use these materials for an in-depth treatment of Puerto Ricans. Although the project developers indicate the materials are designed for grades 7-12, the evaluators indicated the guide on Puerto Ricans is at a lower level—grades 6-9. Although detailed teaching procedures are not indicated for *The Poles,* the suggested strategies can be easily adapted for classroom use.

Ethnic Authenticity. The material on Puerto Ricans provides a "good, helpful background." One panelist indicated that there was "excessive attention to the history of Poland" as opposed to the American experiences of Poles while the second evaluator indicated the materials were "excellent; should be used as a model for other publications."

Technical Quality. The materials are of acceptable technical quality.

Delaware

24. ETHNIC DELAWARE AND WILLINGTOWN VILLAGE

Historical Society of Delaware Library
505 Market Street
Wilmington, Delaware 19801

Project Director:	Ross McGuire
Ethnic Group:	Black Americans (Delaware, Wilmington)
Subject Area:	Local History, Social Studies
Audience/Grade Level:	Student Materials (9-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$40,000.00

Materials/Availability:

The Free Negro in Wilmington (undated). This curriculum package contains the following materials:

1. *Freedom or Slavery.* Folder containing 8 unbound pages.
2. *The African School Society.* Folder containing 15 unbound pages.
3. *Peter Spencer and the African Church.* Folder containing 6 unbound pages.
4. *Family and Neighborhoods.* Folder containing 7 unbound pages.
5. *The Free Negro Community: A Mapping Project.* Folder containing 6 unbound pages and map of Wilmington, 1850.
6. *Abolitionism.* Folder containing 35 unbound pages.

Nativism: The Election of 1854 (undated). Folder containing 20 unbound pages and map of Wilmington, 1850.

The Riot of 1880: A Newspaper Unit, Instructional Guide (undated). Folder containing 5 unbound pages, a reproduction of the *Daily Gazette,* October 18, 1880 and the *Daily Republican,* October 18, 1880, 10 pp.

Available from project: each of the above products is available for the cost of duplication and postage.

Materials Description:

Using for the most part primary souces, this project has compiled *The Free Negro in Wilmington,* which provides a look at the social and economic circumstances of the free Negro in Wilmington in the 1850s. The six classroom units comprising the package explore the demography, religious organization, educational opportunities, and economic plight of Blacks during that decade. Roles of Quakers and immigrant Irish are discussed. The units introduce students to methods of historical inquiry and relate their research to experiences of local ethnic communities of the present day. The units contain objectives as well as activities that involve mapping, role playing, poll-taking, research and reading, interviewing, and abundant discussion eliciting synthesis and evaluation.

Nativism: The Election of 1854 is intended to provide a comparison of the political events of 1854 with those of today and to identify problems confronted by early immigrants. Students are asked to analyze primary sources with a view to understanding issues in prejudice that reach into the political arena.

The newspaper unit provides an opportunity to analyze two accounts of a riot involving Blacks and Whites—one from a Democratic Party newspaper and one from a Republican Party newspaper. The accompanying suggested activities compel students to discover political overtones in journalistic accounting.

Evaluative Comments and Suggestions:

Educational Soundness. These materials have been rated as acceptable for educational soundness, even though they are specific to Wilmington, Delaware. One evaluator noted that they are "an excellent model on the use of primary source materials to teach local history and critical social science skills."

Ethnic Authenticity. Teachers using these materials should note that they depict the free Negro in Wilmington, not the universal experience of free Negroes. Teachers in other areas will need to put the materials in the general context of American history or Black history of the period.

Technical Quality. Although these materials are of acceptable technical quality, one evaluator indicated that some pages need wider margins, the materials need page numbers, and they need to be bound. In addition, both evaluators noted that the newspaper reproductions for *Nativism* and the *Riot of 1880* must be reprinted if they are to be widely disseminated, as they are very poor reproductions.

District of Columbia

25. DISSEMINATION OF ETHNIC HERITAGE STUDIES IN AMERICAN TEACHER EDUCATION

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036

Project Director:	Frank Klassen and Joost Yff
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Teacher Education (K-12) Teacher Resources (K-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$45,000.00

Materials/Availability:

Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected Documents in ERIC, by Donna M. Gollnick et al. (1976). Available from:

(1) project: paperbound, 167 pp, $4.00.
(2) ERIC: ED 120 103, 179 pp, microfiche: $0.91/paper copy: $11.90, plus postage.

Pluralism and the American Teacher: Issues and Case Studies, edited by Frank H. Klassen and Donna M. Gollnick (1977). Available from:

(1) project: paperbound, 252 pp, $6.00.
(2) ERIC: ED 134 575, 255 pp, microfiche: $0.91/paper copy: $16.85, plus postage.

Materials Description:

This project developed two publications. *Multicultural Education and Ethnic Studies in the*

United States is an annotated bibliography of multicultural and ethnic studies documents related to teacher education that are readily available through the ERIC system. Materials which can be used in teacher education programs, classroom materials dealing with ethnic studies for use in elementary and secondary classrooms, bibliographies, and directories are cited.

The second publication, *Pluralism and the American Teacher*, is a collection of papers and reports prepared for a three-day Leadership Training Institute held in April of 1976 in Washington, D.C. for 100 educators. Part I of the publication discusses issues in multicultural teacher education. Case studies of multicultural teacher education are provided in part II.

Evaluative Comments and Suggestions:

Educational Soundness. The bibliography is comprehensive, well organized, and appropriate for teacher educators or teachers. However, because of its 1976 publication date, it needs to be updated.

Pluralism and the American Teacher is a useful compilation of papers and reports and can be used as a summary of multicultural education up to 1976. It also needs to be updated. For example, objectives for the 1980s should be added, and current research theory should be discussed. According to the evaluators, the table of contents needs reclassifying and material should be added on teaching methods.

Ethnic Authenticity. The specific items listed in the bibliography would have to be judged individually for ethnic authenticity. This bibliography does not critique entries. It should be updated to include current information on ethnic groups.

Pluralism and the American Teacher is a balanced and thorough work which combines a theoretical framework with practical information of value to the teacher. It is an excellent resource.

Technical Quality. No modifications are recommended for the bibliography, which has a pleasing physical format and is easy to read. *Pluralism and the American Teacher* needs a sturdier binding. The print is rather small, but acceptable.

26. APPRECIATION OF ETHNIC PLURALISM IN EDUCATION FOR SOCIAL WORK

Catholic University
School of Social Service
Washington, D.C. 20064

Project Director:	Richard Kolm
Ethnic Group:	Multiethnic
Subject Area:	Social Work
Audience/Grade Level:	Teacher Resources (13-16)
Format:	Print
Year Funded:	1976
Amount of Funding:	$40,000.00

Materials/Availability:

Appreciation of Ethnic Pluralism in Education for Social Work (1977). Available from ERIC: ED 175 739, 301 pp, microfiche: $0.91/paper copy: $14.85, plus postage.

Materials Description:

The major document which emerged from this project—*Appreciation of Ethnic Pluralism in Education for Social Work*—is designed to provide models for including an appreciation of ethnic pluralism in professional education for social work. The introductory chapter, "Ethnicity in Social Work and Social Work Education: Some Theoretical Considerations," provides a broad historical perspective that deals with general theories of psychoanalytic thought as well as the emergence of pertinent theories from the social sciences. This chapter also presents a theoretical framework of ethnicity and a rationale for introducing ethnicity into social work education.

The next five chapters of the document present teaching modules related to particular curricular areas—"Human Behavior and the Social Environment," "Social Work Practice," "Community Organization, Social Welfare Policy and Research," and "Social Work Research." The concluding chapter suggests three models—the experimental, the advocate, and the eclectic—for integrating ethnicity into the curriculum. Although the material presented in the volume is intended to be generic, priority was given in the collection of illustrative materials to groups from Eastern and Southern Europe.

Evaluative Comments and Suggestions:

Educational Soundness. This is an excellent reader for social work classes. No modifications are needed.

Ethnic Authenticity. This work deals with the incorporation of the idea of ethnicity into social work education curricula. Very little specific information is provided on ethnic groups, except as examples or illustrations. The material should be considered for broader publication. The overall work is excellent.

Technical Quality. If this publication is intended as a classroom text, a more durable binding is needed. If intended as general reading, the binding is fine as is. Some visual variation—e.g., boxed or bordered sections, graphics, contrasting type—is needed to make the book more attractive and appealing.

27. DISSEMINATION OF CRITICALLY SELECTED ETHNIC HERITAGE CURRICULUM MATERIALS

National Center for Urban Ethnic Affairs
1521 16th Street, N.W.
Washington, D.C. 20036

Project Director: Edward Plocha
Ethnic Group: Multiethnic
Subject Area: All Areas, Social Sciences
Audience/Grade Level: Student Materials (13-16)
Format: Print
Year Funded: 1975
Amount of Funding: $49,000.00
Materials/Availability:

The Neglected Dimension: Ethnicity in American Life, by Philip Rosen (1980). Available from University of Notre Dame Press (Notre Dame, Indiana 46556): hardbound, 260 pp, $12.95; also available paperbound, $6.95.

Teacher's Guide to The Neglected Dimension: Ethnicity in American Life, by Philip Rosen (1980). Available from University of Notre Dame Press: paperbound, 120 pp, $5.00.

Materials Description:

This project developed *The Neglected Dimension: Ethnicity in American Life*, a text intended for use by college students. The text is comprised of four sections: "Ethnicity and Our Identity;" "Ethnicity as Expressed in Neighborhoods;" "Ethnicity as Expressed in Organizational Life;" and "Ethnicity as Expressed in Political Behavior." Specific teaching suggestions are provided in the guide that accompanies the text.

Evaluative Comments and Suggestions:

Educational Soundness. This is a very unique, well-organized and -developed, flexible program. It can easily be adapted for use with high school students. The textbook is both attractive and challenging, and the teacher's guide provides good suggestions. The text should be field tested on a regional or national level.

Ethnic Authenticity. The text provides an excellent introduction to the study of ethnicity, which is portrayed as a constant factor of American life, not an historical artifact. One minor criticism is that while the text does attempt to deal with a broad range of ethnic groups, there is an emphasis on European ethnics, probably reflecting the author's background and expertise. On the whole, however, the text does an excellent job of combining background introductions with specific examples related to the various topics under consideration.

Technical Quality. No modifications are recommended.

28. ETHNIC STUDIES CURRICULUM GUIDELINES

National Council for the Social Studies
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Project Director: Brian J. Larkin
Ethnic Group: Multiethnic
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1975
Amount of Funding: $44,000.00
Materials/Availability:

Curriculum Guidelines for Multiethnic Education: Position Statement, by the NCSS Task Force on Ethnic Studies Curriculum Guidelines (1976). Available from:

(1) project: paperbound, 48 pp, $2.50.
(2) ERIC: ED 130 931, 47 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Materials Description:

The National Council for the Social Studies (NCSS) developed these guidelines for multiethnic education to help schools design and implement ethnic studies programs and integrate their curricula with ethnic content.

The guidelines are divided into three sections. Part I—"A Rationale for Ethnic Pluralism"—discusses the characteristics of an ethnic group and examines the principles of ethnic pluralism. The role of the school in an ethnically pluralistic society is also discussed, and goals for school reform based on the rationale are presented. The second section—"Curriculum Guidelines for Multiethnic Education"—describes the ideal characteristics of a school environment and curricula consistent with ethnic pluralism as described in the rationale. The third and final section contains the "Multiethnic Education Program Evaluation Checklist." The checklist is intended to help educators assess their school environments to determine the extent to which they reflect the idealized school described in the guidelines.

Evaluative Comments and Suggestions:

Educational Soundness. The guidelines are comprehensive and should be helpful to teachers and administrators in the planning of school curriculum. However, some modifications would be helpful. Because of the 1976 publication date, the material should be updated. More community-related activities should be urged. Some thought ought to be given to considering regional groups such as Appalachian Americans as ethnic groups. Bibliographies and resource lists should be added. Updating visuals and using captions to relate to text would add to the presentation.

Ethnic Authenticity. The guidelines are ethnically authentic without modifications.

Technical Quality. No modifications are necessary.

29. THE NEA/NJEA MULTI-ETHNIC/RACIAL CURRICULUM DEVELOPMENT PROGRAM

Joint project of:
National Education Association
Civil and Human Rights
1201 16th Street, N.W.
Washington, D.C. 20036

and
New Jersey Education Association
Instruction Division
Trenton, New Jersey 08608

Project Director: Murray S. Shereshewsky
Ethnic Group: American Indians, Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Polish Americans, Puerto Rican Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (7-9)
Format: Print
Year Funded: 1974
Amount of Funding: $90,000.00
Materials/Availability:
Roots of America: A Multiculture Curriculum Resource Guide for 7th, 8th, and 9th Grade Social Studies Teachers (1975). Available from:
(1) project: paperbound, 189 pp, $4.50.
(2) ERIC: ED 155 639, 174 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:
The teacher resource guide entitled *Roots of America* consists of a series of units developed by ethnic task forces composed of educators, students, parents, and representatives of ethnic organizations. Following a brief discussion of the importance of including an ethnic perspective in the K-12 curriculum and a section which indicates how the book should be used, *Roots* provides eight "American ethnic experiences."

The first "experience" is based upon a unique bicultural model. The content focus is upon the American Indians; because no one American Indian group is representative of all groups, it is suggested that teachers consult with nearby American Indians to get appropriate information for filling in the model. The first two components are considered crucial. Other components might be deleted if time is short. The components are: (1) geographic location of the American Indian group prior to European contact, (2) cultural origins, (3) political structures of the group, (4) social structure of the group, (5) economic aspects of the group, (6) initial European contact, (7) initial cultural exchanges, (8) contemporary descriptions of each of the preceding concepts, (9) legal interactions between the group and the U.S. government, and (10) present-day status of the group.

The other seven units, which deal with the experiences of Mexican Americans, Black Americans, Jewish Americans, Italian Americans, Polish Americans, Japanese Americans, and Puerto Rican Americans, each open with a brief introductory narrative. All are organized into inquiry topics that are correlated with recommended learning concepts. Inquiry topics differ from unit to unit depending upon the experiences of the group; however, some topics—such as discrimination—are included in all units, enabling teachers to take a thematic approach to the subject of ethnicity. The guide was field tested using community organizations.

Evaluative Comments and Suggestions:
Educational Soundness. The guide is appropriate with minor modifications for use as a teacher resource. It would be a better resource if a glossary were added to the units that do not have one. Some lessons that are too difficult for students or require materials that are not readily available may need to be eliminated, while more affective lessons should be added. Teachers with students whose ethnic groups are discussed in the materials should acquire knowledge about the group's cultural values. One evaluator concluded that "the quality of the resource is generally high and for this reason teachers should be able to adapt it to their own use."

Ethnic Authenticity. The guide is ethnically authentic, but the evaluators disagreed about the need for modifications. One evaluator commented that the guide is "very well done" and does not need any changes. The second evaluator commented that the developers have done "a good job," but the guide still needs minor modifications. In a few places, sexist language should be eliminated. More information about stereotypes, Nazism and the Holocaust, and racism needs to be added to "The Jewish American Experience" as does a discussion of orthodox, conservative, and reform Judaism. In addition, more examples of Jews who have contributed to the United States and the details of their contributions should be added. "The Italian American Experience" also needs more examples of notable persons of Italian heritage and their contributions. "The Mexican American Experience" needs to be updated to include more current leaders. A typographical error in the name "La Raza Unida" is significant and should be corrected. Although the bibliographies need updating, they are "excellent throughout."

Technical Quality. The technical quality is acceptable without modifications. According to one evaluator, the guide is "beautifully organized" and "an excellent source for teachers."

30. ETHNIC HERITAGE SCHOOL BOARD TRAINING PROJECT

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

Project Director: Crystal Kuykendall
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: School Board Members

Format: Print
Year Funded: 1978
Amount of Funding: $46,000.00
Materials/Availability:
Bibliography on Multicultural Education (no date). Available from:
(1) project: paperbound, 47 pp, $7.50.
(2) ERIC: ED 202 126, 53 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Materials Description:
The NSBA *Bibliography on Multicultural Education* cites print and nonprint resources that can help school board members and administrators advance their intercultural understanding and racial harmony. Included are resources dealing with policy development, desegregation, race relations, human relations, values, and cross-cultural communication. One section cites materials that can be used both by teacher trainers and in actual classroom situations. Periodicals and journals, multimedia resources, and bilingual education/English-as-a-second-language materials are also included in the bibliography.

Evaluative Comments and Suggestions:
Educational Soundness. This current, well-organized bibliography will be of use to many people. The media identified in the bibliography are excellent.

Ethnic Authenticity. The National School Boards Association does a service in supporting ethnic or multicultural education in general. The bibliography is well organized and partly annotated, but it has no references on specific ethnic groups, only on educational techniques, including bilingual education.

Technical Quality. The bibliography needs to be bound and be more clearly labeled as to contents.

Florida

31. A PROJECT IN MULTI-CULTURAL LEARNING: GREEK AMERICAN CONTRIBUTIONS TO THE AMERICAN SOCIETY

Florida State University
Science and Human Affairs Division
302 Education Building
Tallahassee, Florida 32306

Project Director: Byron G. Massialas
Ethnic Group: Greek Americans
Subject Area: Humanities, Music, U.S. History, World History
Audience/Grade Level: Teacher Resources (7-12)
Format: Print
Year Funded: 1974
Amount of Funding: $40,000.00
Materials/Availability:
A Project in Multicultural Learning: Greek-American Contributions to American Society, by Byron G. Massialas (1975). Not available.

Materials Description:
This curriculum guide was designed to help secondary teachers teach about Greek-American contributions to American society. The project's primary goal was "to provide information about Greek Americans for children and youth which would enable them to make their own interpretations concerning the accomplishments, problems, and life styles of this ethnic group in making the transition from the old world to the new."

The curriculum guide contains 16 units of study, each treating a particular topic: (1) patterns of European migration to the United States, (2) migration from Greece, (3) Greeks go to the United States, (4) initial Greek contact in the United States, (5) new immigrants in the city and residential relocation of immigrants, (6) Greek employment, (7) social institutions—social club activities, (8) ethnic organizations, (9) social institutions—the coffeehouse, (10) Greek musical instruments, (11) Greek folk songs, (12) Greek dances, (13) Greek-American newspapers, (14) Greek-American participation in U.S. politics, (15) ethnic pressure groups in the political system, and (16) political leaders.

Each unit includes two sections—one for students and one for teachers. The student section includes "Springboards" such as journal articles, poetry, and excerpts from books and newspapers for reading and discussion and ideas for activities such as role playing, learning Greek dances, and music appreciation.

Materials included in the teacher section of each unit are goals, objectives, hypotheses, background information, procedures, materials and equipment, and copies of all student materials.

Evaluative Comments and Suggestions:
Educational Soundness. With minor modifications, the guide is appropriate for teachers and students. A few of the activities require students to use media (slides and tapes) which are not included; they must either be developed or the activities must be eliminated. One evaluator believed that the guide can be used most effectively with Greek-American students or in classrooms including these students. Although the introduction indicates that the guide has been field tested, the data is not included. The guide is well constructed, since the teacher and student materials for each lesson are clearly separated. One evaluator concluded that it is "extremely well done."

Ethnic Authenticity. The guide is ethnically authentic without modifications. According to one evaluator, it is "well documented with extensive research." The evaluator added that the guide contains thought-provoking questions and the questioning techniques have a logical progression. The evaluator concluded that the "simulations are well thought out, portraying realistic experiences while providing abundant reference material."

Technical Quality. The guide is appropriate without modifications, but it would be more effective with minor changes. The binding is not durable enough for library activity, and there is no indication that the media materials are unavailable. The student materials are not easy to reproduce since they are published with the teacher materials. Some of the illustrations may not have copyright releases. In some places the type is not as clear as it could be.

32. ETHNIC HERITAGE PROJECT MORIKAMI MUSEUM OF JAPANESE CULTURE

Palm Beach County Board of Commissioners
Parks and Recreation Department
2700 Sixth Avenue
Palm Beach, Florida 33461

Project Director:	Larry Rosensweig
Ethnic Group:	Japanese Americans (Florida)
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (4) Teacher Resources (4)
Format:	Print and Nonprint
Year Funded:	1978
Amount of Funding:	$13,851.00

Materials/Availability:

Yamato, Florida: A Colony of Japanese Farmers in Florida, paperbound booklet (1979). Not available.

The Morikami Museum, filmstrip/cassette (1978). Not available.

Materials Description:

This project developed a filmstrip for use with fourth-grade students on the Japanese Americans who settled in Florida. Through black-and-white photographs from the Morikami Museum collection, the filmstrip depicts the history of the Japanese Americans who settled in Yamato, Florida. According to the developers, the filmstrip can stand on its own, but will be more effective if integrated into an already-existing ethnic studies or state history course.

An accompanying teacher resource guide contains background readings on Japanese Americans and suggestions for classroom activities. Some examples of the activities include having students learn some Japanese words, evaluate television depictions of Asians, write a diary covering one week in the year 1915 from the viewpoint of one of the children who lived at Yamato, work crossword puzzles, and grow pineapples, tomatoes, or other vegetables. The guide also contains brief biographical sketches of Japanese Americans, an interview with a Japanese-American farmer who came to south Florida in 1906, and an annotated list of books and curriculum materials housed in the Morikami Museum.

Evaluative Comments and Suggestions:

Educational Soundness. Although these materials are site-specific, they can be used in other parts of the country to teach about the Japanese Americans. The program gives a good non-West-Coast perspective on the Japanese immigrant experience in the United States. The teacher's guide is a framework for a curriculum unit. Contrary to what the guide says, the filmstrip cannot be used alone.

Ethnic Authenticity. The materials contain good summaries on the past history and present outlook on Japan and the Japanese in America. They contain a good collection of pictures. The resource list in the teacher resource guide is not well balanced and is out of date. It should be supplemented with current literature in the subject area.

Technical Quality. The resource guide needs to be bound. Both the resource guide and the filmstrip need to be labeled properly. The filmstrip should be put into a container.

Georgia

33. MULTI-ETHNIC SOUTHERN AGRARIAN HERITAGE—A MODEL ORAL HISTORY CURRICULUM UNIT

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Project Director:	Gerald Hodges
Ethnic Group:	Black and White Southern Agrarians
Subject Area:	Career Education, Language Arts, Social Studies
Audience/Grade Level:	Student Materials (9-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$39,000.00

Materials/Availability:

Southern Agrarian Heritage Learning Package (1977). This kit contains the following materials:

1. *Ethnic Heritage: Information Notebook*, by Roberta Powell and Charlene Walker (1977). Available from project: spiralbound, 149 pp, free.
2. *Ethnic Heritage, Supplemental Readings* (1977). Available from project: spiralbound, 111 pp, free.
3. *Teacher's Manual* (1977). Available from project: spiralbound, 27 pp, free.
4. *Student Activities Kit* (1977). Consists of deck of 21 cards and "Yellow Pages of Ethnic Heritage Resources" by William Crouthamel. Not available.

Materials Description:

This project developed a variety of learning materials that focus on the experiences and contributions of Black and White rural agrarians in the Deep South to the history of their region and the nation, from the time of slavery to the present. It places Southern agrarian culture and ethnic history in an educational setting that values cultural pluralism. The approach is primarily one of searching for roots through use of primary sources. The learning package provides students with activities which will promote self-development while leading them to discover the wealth of information to be obtained from local and community contacts.

The *Information Notebook* contains source readings on eight topics: slavery, reconstruction, sharecropping and tenancy, everyday life, moving, Southern tenant farmers union, New Deal, and technology. The readings are illustrated with drawings and photographs.

Supplemental Readings presents additional readings of a contemporary nature dealing with farm tenancy, New Deal recovery programs, cotton economy, and the Depression. Eight pages of photographs are included.

Teacher's Manual explains the rationale for the entire curriculum package. Specific step-by-step teaching strategies are detailed. The strategies revolve around three modes of instruction. The first involves teacher-directed, large-group, in-class activities. The second gives opportunity for greater self-direction; it provides several out-of-class activities and includes an equal number of large-group and small-group activities. The third mode involves much out-of-class activity on an individual or small-group basis; the teacher's role is reduced to that of consultant or facilitator. Self-study projects occupy most of the time used. Length of time required for the modes varies: for the first, two months or less; for the second, three to five months; for the third, six to ten months.

The *Student Activities Kit* has two components: a deck of 21 color-coded cards and the "Yellow Pages of Ethnic Heritage Resources." The cards deal with five competencies—interviewing, researching, simulating, conducting personal projects, and exchanging information. Each card explains the specific skills needed to accomplish the goal indicated. These skills are also critical to career development and successful living. The "Yellow Pages" is a student resource suggesting techniques useful for self-study, ways to explore one's roots, how to learn about one's community, and how a local telephone book can be a resource in locating information about ethnic heritage. Its usefulness is not limited to any particular locality.

Evaluative Comments and Suggestions:

Educational Soundness. These materials represent a good example of the use of field-based activities in the local community. Some of the activities will require involvement of and cooperation from the entire school.

Ethnic Authenticity. The ethnic content of the materials is authentic without modification.

Technical Quality. Overall, these materials are of acceptable technical quality. There are some reproduction problems, and one evaluator questioned whether all materials have necessary copyright releases.

Hawaii

34. ASIAN AMERICAN LITERATURE—RESOURCES AND TRAINING FOR MULTI-CULTURAL EDUCATION

Japanese American Research Center
2454 South Beretania Street
Honolulu, Hawaii 96814

Project Director: Dennis Ogawa
Ethnic Group: Asian Americans
Subject Area: Literature
Audience/Grade Level: Teacher Education (7-12)
Teacher Resources (7-12)
Format: Print
Year Funded: 1978
Amount of Funding: $41,600.00
Materials/Availability:

Asian American Literature of Hawaii: An Annotated Bibliography, by Arnold T. Hiura and Stephen H. Sumeda (1979). Available from:
(1) Talk Story, Inc. (P.O. Box 146, Aiea, Hawaii, 96701): paperbound, 210 pp, contact publisher for price information.
(2) ERIC: ED 186 568, 211 pp, microfiche: $0.91/paper copy: $16.85, plus postage.

Asian American Literature: Resources and Training for Multi-Cultural Education, Final Report (1979). Available from:
(1) project: looseleaf, contact project for price information.
(2) ERIC: ED 189 210, 176 pp, microfiche: $0.91/paper copy: $13.55, plus postage.

Materials Description:

The major objective of this project was to train secondary teachers and other ethnic studies personnel in Asian-American literature in order to enhance their understanding of ethnic identity, interethnic communication and relations, and the process of American multiculturalism. To achieve this objective, an annotated bibliography was developed and a training program was conducted.

The bibliography, which cites the works of Japanese, Chinese, Korean, and Filipino authors, was designed to help ethnic studies personnel, especially secondary education teachers, become acquainted with the scope and breadth of Asian-American literature. Only primary works written in English are included.

The bibliography is organized by three main sections: drama, fiction, and poetry. Arranged by author within each section, each entry has a full bibliographic citation and lists where materials can be located as well as providing a brief statement describing the overall subject and theme, literary style and form, and unique features of the work.

The second part of the project was the development and implementation of a training course for secondary teachers sponsored by the Department of American Studies at the University of Hawaii at Manoa. Topics taught in the course included interethnic communication, reading and writing local poetry, Hawaii's interethnic culture, the Asian American, language, alienation, using Asian-American literature, the similarities and differences between cultures in Hawaii, art, and songs and dances. The course is described in the project's final report.

Evaluative Comments and Suggestions:

Educational Soundness. The bibliography is very well done. The units in the final report are excellent. The approach to teaching is very thoughtful. The two publications have little or no apparent connection.

Ethnic Authenticity. The bibliography provides good and precise documentation on the development of Asian-American literature in Hawaii—its beginning, its styles, and the unique content—all in context with the social and historical development of the time. One shortcoming: Filipino and Korean writers and works are underrepresented.

The final report is an excellent piece of work in an area for which there is very little material available. It is suitable for all students of literature or English courses.

Technical Quality. The bibliography needs sharper print. The final report should be bound and labeled. Pages should be numbered consistently.

35. ETHNIC RESOURCES CENTER FOR THE PACIFIC

University of Hawaii
College of Education
Department of Educational Foundations
1776 University Avenue
Honolulu, Hawaii 96821

Project Director: Melvin Ezer
Ethnic Group: Black Americans, Chinese Americans, Filipino Americans, Hawaiian Americans, Japanese Americans, Korean Americans, Portuguese Americans, Puerto Rican Americans, Samoan Americans (Hawaii)

Subject Area: Bilingual Education (Chinese and Korean), Language Arts, Music, Social Studies
Audience/Grade Level: Student Materials (K-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $55,000.00
Materials/Availability:

A Legacy of Diversity: Contributions of the Hawaiians, Chinese, Japanese, Puerto Ricans, Koreans, Filipinos, and Samoans in Hawaii (1975). Available from:
(1) project: paperbound, 102 pp, $3.50.
(2) ERIC: ED 171 841, 109 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

My Name Is Stephen Kekaulike and I Live in Papkolea, by Kathryn K. Bartel (1975). Available from:
(1) project: paperbound, 31 pp, $2.50.
(2) ERIC: ED 171 842, 46 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Ah Dai Comes to Hawaii: The Story of a Chinese Immigrant Woman, told by Dai Sen Kam and Beverly Kam Wong to Nancy Foon Young (1975). Available from:
(1) project: paperbound, 40 pp, $2.50.
(2) ERIC: ED 171 838, 27 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii, by Anna Martins Gouveia as told to Margaret Araujo (1975). Available from:
(1) project: paperbound, 32 pp, $2.50.
(2) ERIC: ED 170 444, 34 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Many Faces of Hawaii (1975). Available from ERIC: ED 170 445, 35 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

A Korean Legend—Hungbu and Nolbu and Korean Songs We Can Sing, by Roberta Chang (1975). Available from:
(1) project: paperbound, 20 pp, $3.50.
(2) ERIC: ED 171 840, 35 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Chinese Songs We Can Sing and Chinese Instrumental Music, translated by Yip-Wang Law (1975). Accompanied by two cassettes, *Chinese Songs We Can Sing* and *Chinese Instrumental Music.* Available from ERIC: ED 171 839, 26 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Materials Description:

The materials developed by the Ethnic Resource Center for the Pacific use a format that incorporates personal accounts, abundant illustrations, and music appealing to young readers and listeners.

A Legacy of Diversity is a secondary-level text focusing on the major ethnic groups in Hawaii; each chapter was written by a member of the ethnic group depicted.

For elementary children, *My Name Is Stephen Kekaulike* presents the true story of an 11-year-old Hawaiian boy and his family who reside on Hawaiian homestead land in the heart of Honolulu. *Ah Dai Comes to Hawaii,* also written for elementary grades, is in Chinese and English. It tells of the struggles of a Chinese woman who migrated to Hawaii in the 1940s. In *From Madeira to the Sandwich Islands,* a 92-year-old Portuguese immigrant woman explains the circumstances of her arrival in Hawaii and her present lifestyle in Honolulu.

The Many Faces of Hawaii suggests that persons within an ethnic group should not be stereotyped; to this end the booklet contains photographs and captions depicting the variations in age, occupation, physical features, and interests of Hawaiian residents. It is suitable for any grade level.

Chinese Songs We Can Sing and Chinese Instrumental Music was developed for use with two cassette recordings of commercial records. Musical scores are based upon Chinese-style musical notations included with the original records. A pronunciation key and translation are provided.

Evaluative Comments and Suggestions:

Educational Soundness. Although these materials are site-specific (Hawaii and the Pacific Islands), they are a good resource for learning about the various ethnic groups which populated Hawaii. They also demonstrate interactions among the various ethnic groups. Since there are no objectives or student activities, the evaluators indicated they should be considered resource materials. A teacher would have to develop activities to use with them.

Ethnic Authenticity. The materials are authentic in their representation of the various ethnic groups, but some critical comments were made by evaluators. In *A Legacy of Diversity,* some of the statements regarding the superstitious nature of Filipinos are too generalized and do not apply to younger, urban Filipinos. *A Korean Legend* does not reflect Koreans in contemporary society. *Chinese Songs* would be difficult for non-Chinese students and teachers to use. Only the English versions of the materials were evaluated.

Technical Quality. Microfiche were evaluated on a number of the documents. The cassette tapes accompanying *Chinese Songs We Can Sing and Chinese Instrumental Music* were not evaluated. Although the binding on *Chinese Songs* was considered poor, all other aspects of technical quality are acceptable.

Illinois

36. ILLINOIS/CHICAGO PROJECT FOR INTER-ETHNIC DIMENSIONS IN EDUCATION

Joint project of:

Illinois State Department of Education (IDE)
188 West Randolph Street
Chicago, Illinois 60601
and
University of Illinois at Chicago Circle (UICC)
P.O. Box 4348
Room 3030-ECB
Chicago, Illinois 60680

Project Director: Joseph Frattaroli (IDE) and Edward Kolyszko (UICC)
Ethnic Group: Black Americans, German Americans, Greek Americans, Italian Americans, Lithuanian Americans, Mexican Americans, Polish Americans, Serbian Americans (with some emphasis on Illinois, Chicago)
Subject Area: Language Arts, Music, Social Studies
Audience/Grade Level: Teacher Resources (K-8)
Format: Print
Year Funded: 1974
Amount of Funding: $170,000.00
Materials/Availability:

Inter-Ethnic Celebration, edited by William Wei (1975). Available from ERIC: ED 150 238, 106 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Inter-Ethnic Music: Rhythm—The Pulse of Humanity, edited by Euana Gangware and Elizabeth Slowiak (1977). Available from ERIC: ED 150 239, 123 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Prejudice and Ethnocentrism, edited by William Wei (1975). Available from ERIC: ED 150 235, 100 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Entry into the United States, edited by Edward V. Kolyszko and David J. O'Neill (1977). Available from ERIC: ED 156 802, 189 pp, microfiche: $0.91/paper copy: $13.95, plus postage. Note: Eight pages of the original document were deleted because they contained copyrighted material.

Single copies of the above items are also available at no charge while the supply lasts from the Illinois Office of Education, Attn: Urban and Ethnic Education Section, 188 West Randolph Street, Chicago, Illinois 60601.

Materials Description:

The Illinois/Chicago Project for Inter-Ethnic Dimensions in Education is a joint project of the Illinois State Department of Education (IDE) and the University of Illinois at Chicago Circle (UICC). Originally these projects submitted separate proposals; they merged at the request of the U.S. Office of Education.

Curriculum development activities resulted in four completed sets of materials for grades K-8. The units were revised based on feedback from teachers in training workshops, from advisory council members, and from other project staff members.

Activities for teaching about ethnic holidays are organized by the four seasons in the first set of materials, *Inter-Ethnic Celebrations*. In addition to special holidays celebrated by individual ethnic groups (such as Germany's Day of Work Celebration and Greek American Independence Day), activities are presented to show how holidays such as Christmas and Easter are celebrated differently by various ethnic groups. In addition, an introductory unit helps students see that holidays are a universal ethnic experience, and a culminating unit allows students to recognize that holidays can also be personal.

Prejudice and Ethnocentrism is designed to assist teachers in educating elementary students about the nature of prejudice and ethnocentrism and how to deal with them. The organizing concepts are self, similarities and differences, and coping with differences. The five units, which each have five or six lessons, deal with: (1) self in a pluralistic society, (2) people other than self, (3) similarities and differences between people, (4) defining and recognizing prejudice, and (5) dealing with prejudice. Alternative activities are presented in the lessons for lower and upper elementary students.

Inter-Ethnic Music: Rhythm—The Pulse of Humanity contains activities and music to teach elementary children rhythmic concepts through inter-ethnic music examples.

Entry into the United States is designed for use in grades 7 and 8, but can also be used for grades 9-12. The materials were developed by the IDE staff at the request of the advisory council. The materials examine and compare the processes of change, acculturation, identity, entry, migration, and cultural pluralism as they affected the eight subject ethnic groups during their entry into America. Social history is emphasized, and teachers are encouraged to use the 40-minute lessons sequentially so students will understand the history of migration and entry as well as develop empathy toward the different ethnic groups.

Evaluative Comments and Suggestions:

Educational Soundness. *Entry into the United States* and *Prejudice and Ethnocentrism* are appropriate for use in learning situations without modifications. *Inter-Ethnic Celebration* would be more useful if objectives were stated. Since it is to be used with elementary children, the teacher must be careful to provide enough supplementary information so students are not given only a superficial understanding of ethnic groups. *Inter-Ethnic Music* should be used by teachers with a strong music background. In addition, the suggested teaching strategies frequently require musical instruments. Audiotapes which were made to accompany this unit, but which were not available for evaluation, would greatly enhance the unit.

Ethnic Authenticity. The ethnic content of each of the four units is authentic. One evaluator noted that *Inter-Ethnic Celebration* does not include religious/ethnic holidays and this should be explained to students, since some ethnic groups' holidays are largely religious.

Technical Quality. Although these materials are of acceptable technical quality, there is some inconsistency in the page numbering system and the bindings are not durable enough for continued, heavy use.

37. ORAL HISTORY ARCHIVES OF CHICAGO POLONIA

Polish American Congress
Community Relations Committee
Loyola University
820 North Michigan Avenue
Chicago, Illinois 60611

Project Director:	Mary Cygan
Ethnic Group:	Polish Americans (Illinois, Chicago)
Subject Area:	Drama, Journalism, Language Arts, Oral History, Social Studies
Audience/Grade Level:	Student Materials (K-12)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

Passage: Oral Archives of Chicago Polonia (updated). Available from Oral History Archives of Chicago Polonia (c/o Chicago Historical Society, Clark Street at North Avenue, Chicago, Illinois 60614): booklet, 11 pp, free.

Teacher's Guide for Using Oral History Materials on the Immigrant Experience, by Ronald Zaraza (1977). Available from project: paperbound, 16 pp, free.

Master Index for the Oral History Archives of Chicago Polonia (1977). Available from project: paperbound, 8 pp, free.

Oral History Archives of Chicago Polonia: Cassette Topic Tapes (1976-1977).
Individual titles as follows:

1. *Life in the Old Country*, 6 tapes.
2. *Reasons for Deciding to Leave*, 3 tapes.
3. *Passage and Arrival*, 9 tapes.
4. *Early Weeks in America*, 3 tapes.
5. *Work*, 9 tapes.
6. *Festivals and Customs*, 6 tapes.
7. *Family Life*, 3 tapes.
8. *Recreation*, 3 tapes.
9. *Religion*, 3 tapes.
10. *Women*, 3 tapes.
11. *Weddings*, 3 tapes.

Available from:

(1) Chicago Historical Society (Clark Street at North Avenue, Chicago, Illinois 60614): original collection of tapes, $5.00 per tape.

(2) Loyola University (820 North Michigan Avenue, Chicago, Illinois 60611): duplicate copies of tapes, $5.00 per tape.

(3) Polish Museum of America (984 Milwaukee Avenue, Chicago, Illinois 60622): duplicate copies of tapes, $5.00 per tape.

Materials Description:

Memoirs of Poles who emigrated to the United States between 1880 and 1930 and experiences of Polish Americans born in the United States during the same period have been collected and recorded to form an oral history tape collection. All 140 interviews were conducted with residents of the Chicago area. The taped interviews are autobiographical and are intended to preserve information not generally available in written documents, though all have been transcribed and/or translated.

A demonstration tape consisting of excerpts from a variety of interviews was made available to six Chicago-area elementary and secondary teachers, who subsequently assisted in preparing a teacher's guide. The guide is designed to be used with 11 sets of topic tapes which contain a series of edited selections one to two minutes in length. These materials are intended for use as a supplementary information source. The *Passage* booklet explains the purposes of the project, gives an example of a transcribed tape, and specifies how the interviews could be used in classroom settings. The teacher's guide contains a sample lesson plan for a unit in U.S. history and directions for using the tapes in social studies, journalism, and drama classes at the secondary level, as well as in primary, intermediate, and junior high classes. An index to the topic tapes is provided.

The *Master Index* contains a matrix which cross references those interviewed with the themes about which they were interviewed. Information about the age, occupation, areas of origin, and sex of each interviewee is also given in the index. The themes around which the interviews centered were: the decision to leave the old country; the journey to the United States; experiences during the first months in this country; education; living conditions and neighborhoods; courtship and marriage; family; celebrations, customs, and social life; religion and parish life; and Polish organizations.

Evaluative Comments and Suggestions:

Educational Soundness. The tapes, used in conjunction with the teacher's guide, are an excellent first-person account of one immigrant group. Both evaluators indicated that the *Master Index* was an excellent tool, but the tapes do not match the index. It is believed that this is faulty labeling of the tapes, rather than problems with the index.

Ethnic Authenticity. There are some content errors, mostly the result of carelessness in putting together the tapes. For example, one tape is labeled "Reasons for Leaving America," while the content of the tape is reasons for leaving Poland for America. One evaluator indicated that the edited tapes are useful for classroom instruction, but the original, unedited versions would be more useful for ethnic scholars. It was noted that Polish benefit societies and the Polish press, both of which were very important to American Poles, were not included.

Technical Quality. All three evaluation panels commented on the poor labeling job done on the tapes. This takes two forms: (1) some of the tape titles do not agree with the content (see example above) and (2) the tapes are not numbered sequentially within a series. Thus a listener has to listen to each one to find out the order of use. There is no introduction on the tapes—the interviews just begin. An introduction would provide a framework for listening to the tape.

38. CHICAGO CONSORTIUM FOR INTER-ETHNIC CURRICULUM DEVELOPMENT

Selfreliance
2351 West Chicago Avenue
Chicago, Illinois 60622

Project Director:	Don Warren
Ethnic Group:	Greek Americans, Jewish Americans, Lithuanian Americans, Ukranian Americans
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (5-8)
Format:	Print
Year Funded:	1975
Amount of Funding:	$45,000.00

Materials/Availability:

Ethnic Heritage in America, Teacher's Manual: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians (1976). Available from ERIC: ED 130 979, 40 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Greeks in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976). Available from ERIC: ED 130 983, 130 pp, microfiche: $0.91/paper copy: $10.25, plus postage.

Lithuanians in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976). Available from ERIC: ED 130 982, 114 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Ukrainians in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976). Available from ERIC: ED 130 983, 130 pp, microfiche: $0.91/paper copy: $10.25, plus postage.

Materials Description:

This project developed units of study dealing with Greek Americans, Jewish Americans, Lithuanian Americans, and Ukrainian Americans which can be infused into social studies courses in grades 5-8. The materials were developed around two main themes: the contributions of each ethnic group to America and the relationship of the ethnic group to its homeland. For each unit of study, behavioral objectives are listed and activities and evaluation techniques are provided.

The major teaching strategy is reading followed by classroom discussion. Students are also engaged in such activities as conducting interviews with ethnic persons, putting on puppet shows, writing a family history, and mock preparations to visit their ancestral homeland.

The teacher's manual which accompanies the units contains descriptive information and background readings to help teachers use the units and provides background information on the project. The project also developed audiovisual aids to accompany the units, but the units can be taught without the audiovisuals.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are appropriate for use with students in grades 5-8. They are especially useful because there are not many other materials that focus on these ethnic groups for students in grades 5-8. One evaluator concluded that "the materials are fairly well put together although the activities are not flashy and innovative." The second evaluator indicated the need for two minor modifications: development of specific teaching strategies and lowering of the reading level in the units.

Ethnic Authenticity. The information in the teacher's manual and the unit on Greek Americans is ethnically authentic with minor modifications. The bibliography should be expanded and updated. The visuals need captions that connect them to the narrative and/or need to be placed near appropriate descriptions in the narrative. One evaluator commented that "The document needs to provide a more in-depth presentation of content. It presently reflects a cut-and-dry approach. The sequence of topics needs to be reevaluated, rewritten in some instances, and repositioned." The second evaluator added that the "units depict quite well a variety of topics closely related to Greek Americans, and the selection of topics is good."

The information in the teacher's manual and the units on Lithuanians and Ukrainians is ethnically authentic without modifications although it could be improved with a few minor changes. According to one evaluator, the content of the Lithuanian material should be broadened, since "many aspects of the Lithuanian history and current situation are glossed over or treated superficially." The evaluator also was of the opinion that the maps need redrawing because "they are crude and inadequate at times." Several facts in the Ukrainian unit need to be corrected. The information on page 3 should explain that the Ukraine is a republic of the USSR and is not one of the ten most economically developed countries in the world. On page 7 the Ruthenians should not be called Ukrainians; in the United States these people do not consider themselves members of this ethnic group. In addition, one evaluator believed that the emphasis on Catholicism should be modified to explain that most Ukrainians in America are orthodox although the immigrants come from Catholic regions. This evaluator also commented that the section on the Ukrainian concern for human rights should be broadened because their involvement goes beyond their concerns for Soviet oppression. The evaluator concluded that overall the Ukrainian unit is the best unit.

Technical Quality. The materials are acceptable with minor modifications. The photographs are colorful and beautiful, but they cannot be reproduced. One evaluator also commented that some of the type may not reproduce well and that the materials are not labeled and titled appropriately.

39. DRAMA AND THEATER OF BALTIC AMERICAN YOUTH

Southern Illinois University
Carbondale, Illinois 62901

Project Director:	Alfred Straumanis
Ethnic Group:	Estonian Americans, Latvian Americans, Lithuanian Americans
Subject Area:	Drama, Language Arts, Social Studies
Audience/Grade Level:	Student Materials (10-16)
Format:	Print
Year Funded:	1974
Amount of Funding:	$19,000.00

Materials/Availability:
Confrontations with Tyranny: Six Baltic Plays, edited by Alfred Straumanis (1977). Available from Waveland Press, Inc. (P.O. Box 400, Prospect Heights, Illinois 60070): paperbound, 620 pp, $15.00.

Materials Description:
All six plays in *Confrontations with Tyranny* deal with tyranny as a universal evil. The volume provides an introduction to the role of drama in reflecting human experience and explains that of the six plays included, three were written by Baltic dramatists under Soviet rule and three by playwrights in exile. Surveys of Estonian, Latvian, and Lithuanian drama are each concluded with lists of 19th- and mostly 20th-century plays in each language. The volume also includes a bibliography of sources on the drama of each country in its respective language followed by a list of readings on the general Baltic area, Estonia, Latvia, and Lithuania.

The six plays in the volume are: *Five Posts in a Marketplace* by Algirdas Landsbergis; *The Awakening* by Antanas Skema; *Mad Christopher, Mad* by Martins Ziverts; *The Blue One* by Gunars Priede; *Cinderellagame* by Paul-Eerik Rummo; and *Illuminations* by Enn Vetemaa. Each play is preceded by an introductory analysis followed by suggestions for discussion.

Evaluative Comments and Suggestions:
Educational Soundness. The materials are appropriate with minor modifications for gifted twelfth-graders, college students, and drama group members. Objectives need to be written, and teaching strategies need to be developed, since the volume only includes discussion questions at the end of each play. Although the introductions to the plays are extensive, instructors who are not Baltic nationalists should have a background in Baltic drama. In addition, evaluation instruments must be prepared.

Ethnic Authenticity. The ethnic authenticity of the three plays written under Soviet rule is questionable. One evaluator explained that "plays written and produced under the Soviet censorship cannot give full expression to the character and aspirations of the Latvians, Estonians, and Lithuanians." For example, the purpose and the vocabulary of *The Blue One* are more representative of communist propaganda than Latvian ethnicity according to the same evaluator.

The other three plays are more ethnically authentic. One evaluator is of the opinion that they "reflect the paramount concern of the Baltic nations, which is that of survival under Soviet oppression."

Technical Quality. The plays are cumbersome to study because they are bound together in one large volume. All other technical features are acceptable.

Indiana

40. ROMANIAN-AMERICANS IN LAKE COUNTY, INDIANA: AN ETHNIC CURRICULUM PROJECT

Purdue Research Foundation
Purdue University
West Lafayette, Indiana 47907

Project Director: Peter John Georgeoff
Ethnic Group: Romanian Americans (Indiana, Lake County)
Subject Area: Local History, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-16)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $32,000.00
Materials/Availability:
Ethnic Heritage Study Kit: Romanian Americans in Lake County, Indiana: An Ethnic Heritage Curriculum Project (1978). The kit contains the following materials:

1. *Resource Guide: Romanian Americans in Lake County Indiana: An Ethnic Heritage Curriculum Project*, by Mary Leuca (1978). Available from ERIC: ED 175 794, 234 pp, microfiche: $0.91/paper copy: $15.32, plus postage.

2. *Ballads of the Romanian Immigrants* (undated). Available from ERIC: ED 175 795, 57 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

3. *Romanian Folk Dancing* (undated). Available from ERIC: ED 175 796, 57 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

4. *The Story of Romanian Americans in Pictures.* Filmstrip/cassette with accompanying *Filmstrip Guidebook for Teachers.*

5. *Ballads of the Romanian Immigrants* (record).

6. *Romanian Folk Dancing Music.* Cassette/tape. Inquiries as to the availability of the audiovisual materials should be directed to the Purdue Research Foundation, Copyright Section.

Materials Description:
The *Ethnic Heritage Study Kit* is for use in history and social studies courses. Primarily intended to teach students in grades 7-12 about the history and culture of Romanian Americans, the materials can also be used with college students and community groups. Although the emphasis is on Romanian Americans in northwestern Indiana, the materials can also be used

by educators and community persons interested in general Romanian-American history and culture. The kit components include a resource guide, a filmstrip/cassette program, a record of ballads with an accompanying booklet of musical scores and translations, a videotape of folk dances, and a cassette of folk dance music with a booklet of dance instructions. The components were developed from minutes and records of Romanian churches and organizations in the Lake County area of northwestern Indiana, interviews with 130 immigrants about their experience prior to coming to the United States and upon their arrival here, and poems, diaries, letters, and photographs that belonged to immigrants.

The resource guide contains background readings for students on Romanian-American history and culture. Through information from interviews and quotes from speeches, diaries, letters, poetry, and other primary source materials, students learn about the causes of Romanian immigration to America, examine the Romanian immigrant's life in the early days, study the many activities of Romanian-American organizations in Lake County, Indiana, and look at the many changes that have occurred in Indiana's Romanian-American communities.

The readings are supplemented through the use of media. Students view a filmstrip program illustrated primarily with old black-and-white photographs taken in the Lake County area as early as 1900. Classroom discussion questions and the filmstrip script are provided in the *Filmstrip Guidebook for Teachers*. Students listen to a recording of ballads of the Romanian immigrants. The record contains folksongs which were popular in the 1900s in the Lake County area. Accompanying the record is a booklet which contains the musical scores, Romanian lyrics, and English translations of the folksongs. The booklet *Romanian Folk Dancing* contains dance instructions for the Hora, Invirtita, Hategana, Serba, and Caluserul. Students can practice the dances to the music provided on the cassette tape *Romanian Folk Dancing Music*.

Evaluative Comments and Suggestions:

Educational Soundness. Although some of the material is only useful as a resource for students in the Lake County area of Indiana, most of it is appropriate without modifications for students in other parts of the country. One evaluator believed that the materials can be used without the resource guide. Another evaluator concluded that the "major portion of the guide which has to do with Romanian Americans is very well done."

Ethnic Authenticity. The materials are ethnically authentic. One evaluator noted that "the resource guide and the filmstrip are excellent contributions," and "the record and the cassette/tape are also quite valuable."

Technical Quality. Most of the materials are appropriate with minor modifications. The graphics in the resource guide may not reproduce well, and the sources of the photographs are not mentioned. The margins are not consistent in *Ballads of the Romanian Immigrants*. The photographs in *Romanian Folk Dancing* are difficult to reproduce well. A few of the slides in the filmstrip component of *The Story of Romanian Americans* are not clear, and at times the narrator's voice is not clear. The package does not indicate the length of the cassette. One evaluator was of the opinion that the filmstrip/cassette and guide package is one of the best developed under Title IX.

The record and the cassette/tape are appropriate without modifications. The record is very fine —a quality recording. One evaluator noted that the cassette/tape is a "professional component."

Maine

41. THE MAINE IDEA: INSTRUCTIONAL DEVELOPMENT IN ETHNIC ACTIVITIES

University of Southern Maine
Associate Degree Studies
96 Falmouth Street
Portland, Maine 04103

Project Director: George P. Connick
Ethnic Group: French Americans
Subject Area: Foreign Language (French), Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1979
Amount of Funding: $59,630.00
Materials/Availability:
Handbook of Teacher Lesson Plans on Franco-American Culture and Language, developed by York County Teachers (1980).
Available through Inter-Library Loan from Goodall Library (238 Maine Street, Portland, Maine 04073): paperbound, 70 pp.

Materials Description:

The handbook contains lesson plans that focus on Franco-American culture and language for teachers in York County. The lessons can be used with students in grades K-12. A few of the lessons for each grade require the teacher and students to speak and/or read French. Each lesson specifies objectives, teaching procedures, evaluation methods, and assignments. The lesson plans also include a critique written by the teachers who developed the lessons. The critique describes their experiences with using the lessons in the classrooms.

Evaluative Comments and Suggestions:

Educational Soundness. The handbook is an appropriate resource without modifications for teachers who are bilingual in French and have Franco-American students. It is also a useful model for other teachers who want to develop similar materials about other ethnic groups. One

evaluator commented that the book is "well done."

Ethnic Authenticity. The ethnic authenticity of the material is acceptable with minor modifications, but the evaluators had different beliefs about the content. One evaluator commented that information about substantive issues that are important to Franco-American citizens needs to be added, as does background information about the ethnic group. The evaluator also noted that the handbook would be more useful if a bibliography were developed. The second evaluator said that "there is no ethnic authenticity to evaluate," because the material deals with methods for teaching French instead of ethnic heritage topics. The evaluator added that although the lessons are designed to teach French, most of them are written in English. The evaluator added that the few examples of French presented (e.g., the dialogue on page 55) are badly mangled and full of misspellings.

Technical Quality. The handbook is acceptable with a minor modification; the binding is not durable. One evaluator said that it is a "handy, neat publication."

Maryland

42. A MODEL FOR INCORPORATING COMMUNITY RESOURCES INTO ETHNIC HERITAGE STUDIES

Essex Community College
7201 Rossville
Baltimore, Maryland 21237

Project Director: Thomas Juliano
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Adult/Community Education
Educators at all levels
Format: Print
Year Funded: 1978
Amount of Funding: $15,000.00
Materials/Availability:
Ethnic Heritages and Horizons: An Expanding Awareness, by the Ethnic Affairs Committee of Baltimore County (1980). Available from ERIC: ED 196 798, 170 pp, microfiche: $0.91/paper copy: $11.90, plus postage.

Materials Description:
This project conducted a seminar and a workshop for community members and educators to increase the awareness of the need for social studies, to present procedures for using community resources, and to discuss guidelines for training teachers to incorporate ethnic studies into their curricula. The manual *Ethnic Heritages and Horizons* disseminates the results to community organizations and educational personnel in Maryland.

The papers delivered at the day-long seminar explored the rich ethnic resources of Baltimore and emphasized the need for incorporating ethnic studies into the curriculum. Sessions covered improving ethnic studies, oral history, ethnic genealogy, alternative teaching strategies, and preserving cultural heritage. Ethnic studies books, pamphlets, bibliographies, resource lists, and photographic displays were on exhibit. The first part of the manual is devoted to the proceedings of this seminar.

The second part of the manual contains a description of the one-day workshop program. In addition to slide/tape presentations *(Oral History in a Baltimore County Senior High School, A Glimpse of an Indian Marriage,* and *History of the Baltimore Finns),* speakers presented historical sketches of various ethnic groups in Maryland, among them the French, Greeks, and Ukrainians. One presentation gave step-by-step directions for developing an ethnic directory; another described how to conduct research in community history.

Evaluative Comments and Suggestions:
Educational Soundness. The essays are very well done by top-notch people. However, objectives need to be stated for each section of the publication. Only some of the sections include teaching strategies.

Ethnic Authenticity. The material is accurate although the coverage of the ethnic groups of Baltimore is not comprehensive. The Polish group, for example, though mentioned sporadically, is not dealt with at any length. It is good background reading for those who are planning ethnic seminars or workshops and for administrative and teaching personnel.

Technical Quality. The publication needs to be bound and labeled.

43. AN INTRODUCTION TO AMERICA'S ETHNIC MINORITIES

University of Maryland
College of Education
College Park, Maryland 20742

Project Director: C. Raymond Anderson
Ethnic Group: Eastern and Southern European Americans
Subject Area: Social Studies/Social Sciences
Audience/Grade Level: Adult/Community Education
Student Materials (11-16)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $48,184.00
Materials/Availability:
Mosaic: The American Ethnic Experience, video cassette series. Individual titles as follows:
1. *The Myth of the Melting Pot.*
2. *Communities.*

Available from project: two one-hour, 3/4" video cassettes, available for cost of duplication (approximately $150.00).

Materials Description:

The two one-hour, color video cassettes focus on Southern and Eastern European Americans. The programs cover topics pertinent to understanding the impact of ethnicity in modern American culture. They are appropriate for use by adults in community, church, or interest study groups and by senior high and college students. Each program consists of a feature segment shot documentary-style on location, interspersed with interviews of noted scholars in ethnicity. While the programs were developed as a series, each tape also stands alone.

The first program, *The Myth of the Melting Pot*, serves as an introduction to the series. It features a series of "man on the street" interviews asking the question "Who is Ethnic?" Also included are a story on the Census Bureau's plans to collect more comprehensive data on ethnic groups in 1980; a feature on Katie Macaro —the author of two coloring books on Polish culture; a story on Pan American Airline's "second heritage" commercial campaign; and interviews with Michael Novak, Dr. Irving Levine of the Institute on Pluralism and Group Identity, and Larry Naftulin of the Balch Institute.

The second program, *Communities*, focuses on "Little Italy" in Baltimore, ethnic identity in the suburbs, the Greek Orthodox community of Washington, D.C., and the Baltimore County Ethnic Affairs Committee.

Evaluative Comments and Suggestions:

Educational Soundness. The video cassettes are appropriate without modifications for their intended audience. One evaluator commented that *The Myth of the Melting Pot* is "an excellent introduction to ethnicity."

Ethnic Authenticity. The video cassettes are ethnically authentic, but the evaluators disagreed about the need for minor modifications. One evaluator believed that the section in *The Myth of the Melting Pot* in which Pan-American Airline officials discuss their ethnic passengers is too long and sounds like a commercial. This evaluator also commented that the section in which a girl asks people on the street, "Are you ethnic?" promotes the "stereotype of 'ethnics' being some peculiar variety of people, in contradistinction to 'Americans'." This evaluator said that the section of *Communities* focusing on the church procession, to the exclusion of other community activities, seems excessive, although several statements on the value of ethnic communities are valid and the best part of the presentation. A second evaluator opined that the changes in the video cassettes are unnecessary as long as they are used to introduce adults to ethnicity in American life. The evaluator added that "the tapes frequently lack depth and they are rather repetitious. Yet, for the intended audience, this would serve as review and re-enforcement."

Technical Quality. The video cassettes are appropriate with minor modifications. Neither has a teacher's guide explaining when and how to use them. Although they could be used without such a guide, they would be more educationally effective with one.

Massachusetts

44. ARMENIAN ETHNIC HERITAGE PROGRAM

Armenian Relief Society
212 Stuart Street
Boston, Massachusetts 02116

Project Director: Robert Mirak
Ethnic Group: Armenian Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (5-9)
Format: Print
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:

Elements of Armenian Church Architecture, by Mossik Hacobian (1976). Available from:
(1) project: 3-holed paper, 17 pp, $1.50.
(2) ERIC: ED 182 236, 33 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Khatchkars: Armenian Cross Stones, by Mossik Hacobian (1976). Available from:
(1) project: 3-holed paper, 11 pp, $1.50.
(2) ERIC: ED 182 237, 13 pp, microfiche: $0.91/paper copy: $2.00, plus postage.

Materials Description:

The two booklets present information on the history and culture of Armenian Americans for use with students in grades 5-9. Instructions to help teachers use the materials are included in each booklet. The materials can be used independently.

Elements of Armenian Church Architecture introduces students to traditional Armenian church architecture. Students read a brief selection, answer questions provided on four worksheets, and construct a model of the 7th-century Church of Hripsime.

Khatchkars: Armenian Cross Stones introduces students to a unique form of stone sculpture made by Armenian artists, sculptors, architects, and stone masons for more than 12 centuries. The student is asked to cast and carve a small plaster Khatchkar of his/her own. A reading, worksheets, and step-by-step instructions are provided in the booklet.

Evaluative Comments and Suggestions:

Educational Soundness. The booklets are appropriate without modifications for student use. Any ethnic group could also adapt them to focus

on their church architecture or artifacts. One evaluator noted that the booklets "provide an excellent vehicle for parental involvement in completing worksheet assignments and student satisfaction in completing a model to be displayed at home or in the classroom." A second evaluator commented that adding a student bibliography and a statement about how the learner might be affected to *Khatchkars* would be helpful and that "the booklet not only presents an important aspect of Armenian culture but introduces learners to the task of a sculptor."

Ethnic Authenticity. The booklets are ethnically authentic, but the evaluators disagreed about the need for minor modifications. One evaluator was of the opinion that they must be used with other material. For example, the evaluator recommended that *Elements of Armenian Church Architecture* be used only with in-depth background information and as part of a series on "Church Architecture," "World Christian Architecture," or "The Arts and Culture of the Armenian." The evaluator also noted that *Khatchkars* does not relate to modern life in Armenia or the United States. The second evaluator thought these changes to be unnecessary.

Technical Quality. The booklets are appropriate with minor modifications. The binding is not durable, and they are not labeled clearly.

45. CURRICULUM DEVELOPMENT IN CUBAN-PUERTO RICAN HERITAGES

Curry College
Division of Language and Literature
1071 Blue Hill Avenue
Milton, Massachusetts 02186

Project Director: Robert J. Forbes
Ethnic Group: Cuban Americans, Puerto Rican Americans
Subject Area: Ethnic Studies (13-16)
Audience/Grade Level: Teacher Resources (13-16)
Format: Print
Year Funded: 1975
Amount of Funding: $35,000.00
Materials/Availability:
Guidelines for the Development of a Program in Puerto Rican and Cuban Ethnic Heritage Studies at the Postsecondary Level, by Robert J. Forbes (1976). Available from ERIC: ED 186 521, 311 pp, microfiche: $0.91/paper copy: $21.80, plus postage.

Materials Description:

This project's publication describes guidelines for the development of a college-level ethnic heritage studies course dealing with Puerto Rican Americans and Cuban Americans. It contains ten chapters. The first chapter discusses the value, focus, format, structure, and financial support of an ethnic studies program at the college level. A rationale and program description for a Puerto Rican and Cuban Ethnic Heritage Studies course are provided in the second chapter. Chapter 3 contains a sample curriculum plan for the course. Chapters 4 through 10 contain sample course outlines on the following topics: Ethnic Studies: Theory and Practice; Practicum in Hispanic and Non-Hispanic Intergroup Relations; Patterns in Assimilation and Acculturation: The Hispanic Community of Greater Boston; The History and Practice of Bilingual/Bicultural Education in America; The Modernist Mode in the Literature of the Caribbean; The Folk Tradition in Puerto Rico; and Curriculum Development in Puerto Rican and Cuban Ethnic Heritage Studies.

For each course the following information is provided: educational objectives; recommendations regarding class size, prerequisites, and audience; a bibliography of books and supplementary readings; topics for study; and suggested activities. Students read and discuss books and journal articles and are involved in many activities. They take field trips, interview family members, monitor the ethnic content of network television, write essays, and participate in role-playing situations.

Evaluative Comments and Suggestions:

Educational Soundness. Although a few sections are site-specific—such as the list of Boston-area resource persons—most of the guide is appropriate without modifications for use by postsecondary educators in all areas of the country. The guidelines can also be used as a model by individuals who want to develop ethnic heritage studies programs about other ethnic groups. One evaluator noted that the book "contains a good variety of sample course outlines."

Ethnic Authenticity. The guide is ethnically authentic with minor modifications. The two evaluators suggested different changes.

According to one evaluator, the bibliographies need updating and the accuracy of some of the community resources needs to be checked. Also, availability information for books, children's songs, and other resources needs to be obtained. The point that institutions of higher education could benefit from cultivating a working relationship with state and local education agencies should be added to the section on dissemination and diffusion of programming. This evaluator concluded that the document "provides the pros and cons of issues as well as providing a comprehensive structure of ethnic heritage studies programs."

The second evaluator commented that footnotes need to be added. The use of the terms "Puerto Rican" and "Hispanic" must be modified because they are used interchangeably without thought. More information about Cubans is needed as most of the material currently focuses on Puerto Ricans.

Technical Quality. The volume is cumbersome to use because it is so large. Although it is in draft format, the other features are acceptable.

46. HARVARD ETHNIC ENCYCLOPEDIA

Harvard University
Fellows of Harvard College
Harvard University Press
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138

Project Director: Ann Orlov
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Student Materials (9-16)
Teacher Resources (9-16)
Format: Print
Year Funded: 1974
Amount of Funding: $45,000.00
Materials/Availability:

Harvard Encyclopedia of American Ethnic Groups, edited by Stephen Thernstrom, Ann Orlov, and Oscar Handlen (1980). Available from The Harvard University Press (79 Garden Street, Cambridge, Massachusetts, 02138): hardbound, 1076 pp, $60.00.

Brief Ethnic Bibliography: An Annotated Guide to the Ethnic Experience in the United States, by Josef F. Barton (1976). Available from The Press of The Langdon Associates (41 Langdon Street, Cambridge, Massachusetts 02138): paperbound, 52 pp, $2.75. Although this document was announced in ERIC (ED 155 227), it is *not* available in either microfiche or paper copy from EDRS.

Materials Description:

The *Harvard Encyclopedia of American Ethnic Groups* is a comprehensive guide to the history, culture, and distinctive characteristics of the ethnic groups who have lived in the United States. A preparatory study identified more than 100 such groups (150 if one differentiates among various branches of some major groups). The preparation of the encyclopedia was underwritten by a grant from the Rockefeller Foundation and the National Endowment for the Humanities. It was the initial feasibility study that was funded in 1974-75 by the Ethnic Heritage Studies Program of the Office of Education.

In the encyclopedia, each ethnic group is described as objectively as possible. Each article discusses the origins of the group, the circumstances of its migration, its arrival in the United States, and its initial settlements. As data and space permit, information is provided about the culture, social structure, economic institutions, and political life of each group; the maintenance of group and language identity; adaptation to the United States; and relations with the mother country or region. The encyclopedia also contains a series of essays which treat such themes as family patterns and ethnicity, conflict and accommodation in ethnic groups, folklore, occupational choices and achievement, pluralism, regionalism, and group relations. Each article and essay is written by a carefully selected and qualified contributor. In addition to the group entries and thematic essays, the encyclopedia is heavily cross-referenced and indexed.

The 1974-75 grant from the Ethnic Heritage Studies Program of the Office of Education also supported the original work upon which the *Brief Ethnic Bibliography: An Annotated Guide to the Ethnic Experiences in the United States* is based. The bibliography lists materials according to ten broad categories: General Works; Works About Specific Groups; Literature; Ethnic Politics; Journals and Newsletters; Ethnic Press; Reference Works; Bibliographies; Archives and Special Collections; and Statistical Sources.

Evaluative Comments and Suggestions:

Educational Soundness. The encyclopedia is the most comprehensive single publication dealing with ethnic groups and ethnicity in America that is available today. It is an excellent basic reference. The tables, maps, and graphs are excellent. Depending on their point of view, various scholars may quibble with the individual ethnic group entries.

The bibliography is an excellent concise bibliography. It is a good starting point for those desiring a reading list for ethnic studies. It is very well organized, and the annotations are very useful. However, it is somewhat dated.

Ethnic Authenticity. The encyclopedia is ethnically authentic. However, since a great majority of the writers involved are historians and scholars, the work fails to tell about most recent trends in our pluralistic society. The *Brief Ethnic Bibliography* needs to be updated.

Technical Quality. The encyclopedia is a superior publication in every respect. The bibliography does not need to be modified as far as technical quality is concerned.

47. VOICES: TEACHER TRAINING IN PROCESSES OF ETHNIC DIVERSITY

Massachusetts Department of Education
51 Ringe Avenue Extension
Cambridge, Massachusetts 02140

Project Director: Ellen Sarkisian
Ethnic Group: Multiethnic
Subject Area: Oral History
Audience/Grade Level: Adult/Community Education
Teacher Education (K-16)
Format: Print
Year Funded: 1978
Amount of Funding: $47,000.00
Materials/Availability:

Kaleidoscope 20: Oral History in the Classroom (no date). Available from ERIC: ED 195 485, 63 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Materials Description:

This publication discusses oral history, its potential as a teaching tool, and its application

in a variety of different classroom situations from the elementary through the post-secondary levels. The purpose is to show the great variety of uses and possibilities for using oral history in the classroom. There are six major sections. The articles in section 1, "Focus on Friends and Family," examine different ways of using oral history to learn more about family and friends. In one article a high school foreign language teacher describes a class project that her students were involved with entitled "Who Are You? We Are Reflections of Italo Americans." Excerpts from student interviews are included. Section 2, "Focus on Aging," describes three oral history projects dealing with older adults, aging, and cultural perceptions of old age. In one project, eight elementary and middle school classroom teachers were paired with representatives of elderly care facilities within walking distance of their schools. In a series of seminars, this group learned about oral history techniques and then collaboratively planned the details of a variety of projects bringing young and old together. Section 3, "Focus on a Community," describes three community projects. One contrasts the past and present of two communities, another offers oral history as a balance to the more usual history of the town's famous people, while the third gives a local perspective on historical events in the world. The two projects described in section 4, "Focus on Ethnicity," used oral history to increase students' awareness of ethnicity—their own and others. Section 5, "Focus on a Time," described history projects which investigated particular times in the past. The publication concludes with section 6, "Resources," which cites human and print sources in oral history.

Evaluative Comments and Suggestions:

Educational Soundness. Excellent examples of student oral history projects are provided. However, the publication needs more explanation of the process of organizing and running an oral history project. As it is, the publication should be used in conjunction with a "how to" guide on oral history methodology.

Ethnic Authenticity. Oral history is an excellent way of obtaining ethnically authentic curriculum materials.

Technical Quality. This is an excellent guide.

48. UNDERSTANDING CULTURE AND HUMAN RESOURCES THROUGH THE STUDY OF CAPE VERDEAN ETHNIC HERITAGE

TCHUBA, Inc.
14 Beacon Street
Boston, Massachusetts 02108

Project Director: Raymond A. Almeida
Ethnic Group: Cape Verdean Americans
Subject Area: Folklore, Language Arts, Social Studies
Audience/Grade Level: Student Materials (4-12)
Format: Print
Year Funded: 1976
Amount of Funding: $22,000.00
Materials/Availability:

Nho Lobo: Folktales of the Cape Verdean People, by Patricia Nyhan and Raymond A. Almeida (1976). Available from:
(1) project: paperbound, 27 pp, $1.50.
(2) ERIC: ED 137 152, 46 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS. Note: ED 137 152 also contains *Cape Verde and Its People: A Short History*, listed below.

Nho Lobo: Folktales of the Cape Verdean People, Teacher's Guide, by Patricia Nyhan and Raymond A. Almeida (1976). Available from:
(1) project: paperbound, 29 pp, $2.50.
(2) ERIC: ED 183 469, 32 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Cape Verdeans in America: Our Story, by Raymond A. Almeida (1978). Available from:
(1) project: paperbound, 64 pp, $4.00.
(2) ERIC: ED 161 773, 17 pp, microfiche: $0.91/paper copy: $1.82, plus postage.

Cape Verdeans in America: Our Story, Teacher's Guide, by Raymond A. Almeida et al. (1978). Available from:
(1) project: paperbound, 15 pp, (also contains the 23-page booklet *Cape Verde and Its People: A Short History*, listed below), $4.00.
(2) ERIC: ED 164 408, 17 pp, microfiche: $0.91/paper copy: $1.82, plus postage.

Cape Verde and Its People: A Short History, adapted from an unpublished manuscript by Deidre Muntel Machada by Raymond A. Almeida and Patricia Nyhan (1976). Note: This publication is also included in the *Cape Verdeans in America: Our Story, Teacher's Guide*, listed above. Available from:
(1) project: paperbound, 25 pp, $2.00.
(2) ERIC: ED 137 152, 46 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS. Note: ED 137 152 also includes *Nho Lobo: Folktales of the Cape Verdean People*, listed above.

Cape Verde and Its People: A Short History, Teacher's Guide, by Patricia Nyhan and Raymond A. Almeida (1976). Available from project: paperbound, 26 pp, $1.50.

Materials Description:

Three products for students were developed by this project. Each product is accompanied by a teacher's guide. The first, *Nho Lobo: Folktales of the Cape Verdean People*, was designed for students in grades 4-6. Folktales which can be

used in language arts classes or in social studies units dealing with Africa, culture, or colonialism have been selected and compiled into a curriculum booklet. The teacher's guide contains appropriate discussion questions and a few activities as well as background information.

Cape Verde and Its People: A Short History and *Cape Verdeans in America: Our Story* are intended for high school students. Both are written quite simply and could be used by either younger students or slow learners as well. As the name implies, *A Short History* includes significant information about the Cape Verdeans today and traces these peoples from their original home to America. Used in their entirety, the materials would take approximately three weeks to teach. Independent lessons might be integrated into courses dealing with such topics as race and stereotyping, ethnicity, whaling, the Atlantic trade, and island peoples.

The student materials from *A Short History* are also included in the teacher's guide to *Cape Verdeans in America: Our Story*. In addition to a focus on historical roots, *Our Story* also deals with Cape Verdean's American experience. The teacher's guide for this material is more extensive than the other two guides. It contains organizing questions for integrating the units into several disciplines and maps which can be reproduced for students or made into transparencies.

Evaluative Comments and Suggestions:

Educational Soundness. *Cape Verde and Its People: A Short History* provides information on an ethnic group about which few resources are available. However, to be educationally sound it does need some modifications. A pronunciation key for some difficult-to-pronounce words would be very helpful. Captions for visuals should be provided, as should student objectives. More in-depth concern for socioeconomic, political, and social factors should be a part of the program. Teaching strategies involving active student-participation and in-depth analyses and investigations are also needed.

Nho Lobo: Folktales of the Cape Verdean People also needs some modifications. A pronunciation guide and glossary should be added, and student objectives need to be stated. Action learning activities for students need to be added to the teacher's guide.

Cape Verdeans in America does make some effort to include objectives and independent learning activities. However, they are not of a unique or challenging nature. What are called independent learning activities are really just discussion questions. More dramatic, challenging content (or perhaps way of presenting it) should be used. A pronunciation guide would be useful for this component of the program also.

Ethnic Authenticity. The ethnic content of these materials is excellent.

Technical Quality. A single instruction sheet listing all components of the program and tying all of the units together is needed.

Some page numbers on the teacher's guide to *Cape Verde and Its People* are missing, and the print is of three different types and three different colors. The print in the student booklet is too small for high school students to read easily.

Nho Lobo is technically sound without modification.

The teacher's guide to *Cape Verdeans in America* contains copy of the student text *Cape Verde and Its People: A Short History* without any indication of this fact in the title or the table of contents. This problem should be corrected.

Michigan

49. AWARENESS OF PEOPLE AND PLACES THROUGH LEARNING EXPERIENCES

Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

Project Director:	Karen Todorov
Ethnic Group:	Multiethnic
Subject Area:	Art, Home Economics, Language Arts, Mathematics, Science, Social Studies
Audience/Grade Level:	Teacher Resources (6-8)
Format:	Print
Year Funded:	1978
Amount of Funding:	$44,000.00

Materials/Availability:

APPLE: Awareness of People and Places Through Learning Experiences (no date). Not available.

Materials Description:

To develop an awareness of the need for the incorporation of a multicultural and multiethnic philosophy in the schools and to provide a climate for its growth, this project undertook a number of activities, including development of a resource guide which contains lesson plans and resource materials on ethnicity and specific ethnic groups for middle-school teachers. The ideas can be used in social studies, English, art, language arts, math, science, and home economics courses. The activities are many and varied and involve students in reading books, viewing films and filmstrips, classroom discussions, constructing posters that depict some of the characteristics of a particular ethnic group, making graphs that show the population growth and decline of ethnic groups in the Detroit area, and dramatizing a folk tale.

Evaluative Comments and Suggestions:

Educational Soundness. This book is a potpourri of largely unrelated, nonsequential activities that can be used selectively by teachers. The activities are good; however, not all of them are closely related to ethnic studies. To success-

fully complete the activities, teachers must have access to supplementary materials. Some teacher training would be helpful.

Ethnic Authenticity. This is a valuable, ethnically authentic teacher's guide. Some items in the bibliography may be out of date.

Technical Quality. The publication is well written. The individual units should be separated into individual publications for ease in handling. Pages need to be numbered, and there are some misspellings.

50. ETHNIC HERITAGE STUDIES PROGRAM

Detroit Public Schools
Federal State Special Programs
5057 Woodward Avenue
Detroit, Michigan 48202

Project Director: Karen Todorov
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1979
Amount of Funding: $40,470.00
Materials/Availability:
Ethnic Heritage Experience Project Teacher Planning Portfolio (1979-1980). Available from Karen Todorov (5035 Woodward Avenue, Room 201, Detroit, Michigan 48202): free.

Materials Description:

The portfolio is a collection of lesson plans on a variety of ethnic heritage themes for teachers in grades K-12. The lessons were written by many different teachers. Most of them contain goals, objectives, teaching strategies, background information, and evaluation methods. The themes of the lessons are the personal exploration of ethnicity, death and funeral customs, ethnic crafts, ethnic newspapers in Detroit, family life, ethnic food, the French in Detroit, traditional houses in Africa and America, the Rivera murals in the Detroit Institute of Arts, mosaic basketry and paper cutting, kola nuts, Norwegians in Michigan, folk tales, Granville Sharp and his colony in Sierra Leone, counting to ten, and the Serbian-American inventor Nikola Tesla.

Evaluative Comments and Suggestions:

Educational Soundness. Most of the lessons in the portfolio are appropriate resources without modifications for all teachers; the ones that are site-specific can be easily adapted for use in other areas. One evaluator said that the "potpourri of mostly unrelated activities" is interesting and well thought out.

Ethnic Authenticity. The ethnic authenticity of the portfolio is acceptable without modifications, but both evaluators indicated that some of the lessons are not as useful as others. One evaluator failed to see the point of some of the activities in the kola nuts lesson. Another evaluator commented that the lesson on Nikola Tesla is just a biography and that the content of the ethnic crafts lesson can be found in many other books. The evaluator also questioned the originality of the lessons on family life and ethnic food. Another evaluator commented that the lessons on the personal exploration of ethnicity and death and funeral customs contain good suggestions and activities.

Technical Quality. The portfolio is acceptable with major modifications. The lessons are not bound together well, and the components are not labeled clearly. The pages are not numbered. The lessons will not reproduce well because many of the visuals are not clear and the type is too light and blurred. One evaluator commented that although the lessons must definitely be retyped, the information is valuable and warrants this modification.

51. AMERICAN AND POLISH CULTURE MINI GRANT INSERVICE PROGRAM

Grand Rapids Public Schools
143 Bostwick Avenue, N.E.
Grand Rapids, Michigan 49503

Project Director: James McClafferty
Ethnic Group: Polish Americans
Subject Area: All Areas
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $9,777.00
Materials/Availability:
Americans and Polish Culture: A Guide to the Resource Materials Collection (1979). Available from project: paperbound, 169 pp, limited number available free.

Materials Description:

This project identified, purchased, and annotated K-12 print and nonprint materials on Polish Americans. All of the materials were carefully screened to assure that they are representative of Polish and Polish-American culture. The materials were made available to Grand Rapids teachers through their resource center. Information about the materials is included in the publication *Americans and Polish Culture: A Guide to the Resource Materials Collection.*

This document is divided into three parts. Part A contains an annotated bibliography of print materials classified according to subject area. The annotations are complete enough to assist teachers in locating resources in their own libraries. Part B is a topical guide to the same collection; this part of the document could be used to structure an entire course about Poland. The section on political organization, for example, contains references to the party system, trade unions, the cooperative movement, youth organizations, associations, religious organizations, and the national unity front. Part C contains descriptions of the nonprint collection. The

guide is useful as a model for organizing similar collections.

Evaluative Comments and Suggestions:

Educational Soundness. The material is acceptable because of the large number of resources on Polish Americans cited. Although the materials are located in the Grand Rapids Public Schools resource center, teachers in other parts of the country could order most of the materials from the publishers. The annotations are helpful, but the list needs to be updated.

Ethnic Authenticity. What is listed is useful and authentic. However, the bibliography listing is deficient in that the resources cited deal quite extensively with Poland itself, rather than with the Polish ethnic element in the United States. The guide does include the standard reference works on the Poles in America, but places them at times in the wrong categories. A better selection of materials could have been made.

Technical Quality. The graphics are not sharp enough for good duplication.

52. ETHNIC HERITAGE STUDIES PROGRAM IN SOUTHEASTERN MICHIGAN (1974) and ETHNIC CURRICULUM DEVELOPMENT PROJECT (1975)

Michigan Southeast Regional Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

Project Director:	Otto Feinstein and Winifred DeWitt
Ethnic Group:	Multiethnic (Michigan, Detroit)
Subject Area:	All Areas, Local History, Social Studies
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print
Year Funded:	1974, 1975
Amount of Funding:	$170,000.00 (1974) $38,000.00 (1975)

Materials/Availability:

Economic Elite Study—Detroit 1975, by Gerald E. Driggs (1976). Available from project (now located at the University of Michigan, Rockham Education Memorial, Farnsworth at Woodward, Detroit, Michigan 48202): paperbound, 12 pp, $0.50.

Ethnic Detroit in Maps: 1970, by Carol Agocs, et al. (1975). Available from project: paperbound, 29 pp, $2.00.

Field Trip Series (1975). Individual titles as follows:

1. *French Heritage Tour*, by Rudolph Helling. 16 pp.
2. A *Tour of Jewish Detroit*, by Phillip Applebaum. 24 pp.
3. *Detroit's Black Heritage Tour*, by Detroit Historical Museum Black Historical Sites Committee. 20 pp.
4. *A Tour of Detroit's "Latin Quarter,"* by Malvina Hauk-Abonyi and Mary Horvath-Monrreal. 28 pp.
5. *Detroit's Eastside Polish Community*. 16 pp.
6. *Touring Ethnic Delray*, by Malvina Hauk-Abonyi and Mary Horvath-Monrreal. 28 pp.
7. *A Tour of Detroit's Greektown*, by Constantine Karagiannis and Ernest Zachary. 12 pp.

Available from project: $5.00 for a set of 7 booklets; $0.75 each.

Ethni-City: A Guide to Ethnic Detroit, Volume II, edited by Malvina Hauk-Abonyi et al. (1976). Available from project: paperbound, 144 pp, $2.50.

An Ethnic Studies Library, compiled by Paul Travalini, annotated by Gwen Stavros (1975). Available from project: paperbound, 16 pp, $0.75.

Studying the Local Community: A Community Survey and Ethnic Mapping Procedure, by Bryan Thompson and Carol Agocs (1975). Available from:

(1) project: paperbound, 32 pp, $2.00.
(2) ERIC: ED 117 234, 36 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Ethnic Studies in Michigan (1977).

Ethnic Audio-Visual Resource and Evaluation Guide (1977).

Educational Resources for Ethnic Studies (1977).

The latter 3 publications are not available for purchase.

Materials Description:

The Michigan Southeast Regional Ethnic Heritage Studies Center received funds in 1974 and 1975 to develop curriculum resources for teachers, disseminate the materials through various resource centers in the greater Detroit area and through teacher-training workshops, and collaborate with ethnic organizations for the improvement and institutionalization of ethnic studies in Michigan schools.

Economic Elite Study—Detroit 1975 describes the roles and numbers of Polish, Italian, Latin, and Black Americans holding executive positions in Detroit's large corporations. Data from the 1970 U.S. census were tapped to show where Detroit's various ethnic groups live in the report *Ethnic Detroit in Maps*. The authors also present some interpretation of the data on ethnic residential clustering and dispersion, ethnic groups in the suburbs, and the national origins of various

mother tongue groups. A series of seven booklets, the *Field Trip Series*, describes architecture, geography, restaurants, and other points of interest in Detroit's French, Jewish, Black, Greek, Latin, and Polish communities and in the multiethnic Delray area. *Ethni-City: A Guide to Ethnic Detroit* is a multiethnic directory of the area. For 63 ethnic groups, information is organized into seven major categories and over 40 subcategories. Major headings include religious institutions, institutions, organizations, performing arts, recreation, media, and businesses. A variety of articles on ethnicity are also included in a magazine-like format. *An Ethnic Studies Library* presents descriptive and evaluative annotations of materials housed in resource centers in southeastern Michigan.

Of general interest is *Studying the Local Community: A Community Survey and Mapping Procedure*, which presents a rationale and procedure for surveying and mapping the ethnic composition and community characteristics of a given geographical area. Detroit is used as the model.

A number of documents were produced by the project or by project staff independently and distributed to schools in southeastern Michigan. *Ethnic Studies in Michigan* provides a comprehensive view of the status of multiethnic education in Michigan. *Educational Resources for Ethnic Studies* is a compilation of workshop activities and teacher-training models developed and used by the project. *Ethnic Audio-Visual Resource and Evaluation Guide* contains descriptive annotations of media materials and a number of evaluative instruments to be used by persons reviewing multiethnic materials.

Evaluative Comments and Suggestions:

Educational Soundness. Although these materials are site-specific, they can serve as useful models for replication in other communities. They are useful to educators in the southeastern Michigan region, particularly Detroit.

Ethnic Authenticity. A number of the materials need to be updated if they are to remain useful. Most contain information and statistics about ethnic groups in southeastern Michigan. *Studying the Local Community* is noted as a particularly useful model for identifying the ethnic groups within the community.

Technical Quality. The materials are of acceptable technical quality, but use of graphics would enhance their quality. The field trip booklets on French and Greek Detroit do not have page numbers.

53. A MULTI-MEDIA PRESENTATION OF THE HISTORY OF THE JEWS OF MICHIGAN

Wayne State University
399 Education Building
Detroit, Michigan 48202

Project Director: Gerald A. Teller
Ethnic Group: Jewish Americans (Michigan)
Subject Area: Social Studies
Audience/Grade Level: Student Materials (7-16)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $12,259.00
Materials/Availability:

A Documentary Inquiry Packet for the History of the Jews of Michigan: Parts I and II, by Albert Karbol, Irving Katz, and Gerald A. Teller (1977). Note: This packet is part of the project's final report. Available from:
(1) project: 99 pp, available for cost of duplication.
(2) ERIC: ED 184 724, 103 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

A Multi-Media Presentation of the History of the Jews in Michigan: Part I, 1761-1880, and *Part II, 1880-1926* (1977). Available from project: Part I—68 slides and audio cassette, Part II—79 slides and audio cassette, available for cost of reproduction.

Materials Description:

The goals of this project were to prepare two slide/tape programs depicting the history of Jews in Michigan and to develop a learning packet consisting of source documents and inquiry strategies. The two products are correlated and can be used as the basis of a one-month course of study. Individual lessons require about 50 minutes of classroom time.

One slide/tape presentation deals with events from 1761 to 1880, the other with events from 1880 to 1926. The historical narrative outlines how Jews came to America and to Michigan, how they integrated themselves into Michigan history, how Jewish institutions developed, how Jews assimilated themselves into American cultural life, and how they made a unique contribution to the American way of life.

The inquiry packet is also divided into two parts which correspond to the two slide programs. The first packet contains a brief overview of the content, documents of the period, probe questions, an historical piece which provides a setting for the consideration of the slides, maps, biographies of prominent Jews, lists of important dates, various facts and analyses, and historical interpretation. This packet also contains a short bibliography of books for further study. The second packet consists almost entirely of documents, each of which is preceded by probe questions.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are acceptable as resource materials or to supplement Detroit or Michigan history.

Ethnic Authenticity. These materials are acceptable; however, modifications are necessary. First, excerpts from other sources have not been

quoted or acknowledged in the printed materials. Although the portrayal does not contain errors, it is somewhat simplistic and contains trivial information. While the major focus of the media materials is on Detroit, the bibliography in the print materials does not contain documents related to Jews in Michigan but rather to Jews in the United States. Finally, the relationship of national Jewish history and Michigan Jewish history should be developed in more detail.

Technical Quality. The inquiry packet accompanying the slides was evaluated on microfiche; therefore, technical quality could not be judged. The slides and cassettes are acceptable, with some modification. Instructions are needed on when to begin the sound so it coordinates with the slides. A script and list of slides should be included in the inquiry packet.

54. PEOPLING OF MICHIGAN SERIES

Wayne State University
Center for Urban Studies
5229 Cass Avenue
Detroit, Michigan 48202

Project Director: Malvina Hauk-Abonyi
Ethnic Group: Hungarian Americans, Mexican Americans, Ukrainian Americans (Michigan, Detroit)
Subject Area: Local History, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-16)
Format: Print
Year Funded: 1978
Amount of Funding: $26,662.00
Materials/Availability:

Hungarians of Detroit, by Malvina Hauk-Abonyi and James A. Anderson (1977), accompanied by *Study Guide to Hungarians of Detroit.* Available from project: paperbound, $4.50.

Mexicans of Detroit, by Marietta Lynn Baba and Malvina Hauk-Abonyi (1979), accompanied by a study guide (in preparation). Available from project: paperbound, $4.50.

Ukrainians of Detroit, by Marietta Lynn Baba and Malvina Hauk-Abonyi (1979), accompanied by a study guide (in preparation). Available from project: paperbound, $5.00.

Materials Description:

This project developed the three booklets in the Peopling of Michigan series in an effort to provide concise and accurate information about Detroit's ethnic population. The booklets can be used in secondary or college-level ethnic studies courses or by the general public.

Each of the booklets discusses the geographical and historical background of the particular ethnic group's country of origin and examines the group's immigration patterns. Statistical information, including computer-drawn maps, about the group's national and local population trends, socioeconomic patterns, and settlements (with emphasis on the Detroit area) is included. Each group's life and customs today and the contributions it has made to the nation, as well as to Detroit, are described.

Each of the booklets will be accompanied by a study guide containing a list of objectives that can be given to students before they read the booklet, questions that the teacher can use in classroom discussions, and answers to the questions. Two of the guides are still in preparation.

Evaluative Comments and Suggestions:

Educational Soundness. The booklets are a good source of background information on each ethnic group. While each of the three booklets does contain some site-specific information, a great deal of the information provided is of a general nature. The study guides for two of the booklets (Mexican and Ukrainians) are still in preparation and were, therefore, not available for analysis. The *Study Guide to Hungarians of Detroit* is weak. No clear teaching strategies are developed.

Ethnic Authenticity. Although ethnically authentic, the *Hungarians of Detroit* does need some modifications. The booklet claims too many non-Hungarians (e.g., Slovaks and Jews) as Hungarians simply because they came from the 19th-century kingdom of Hungary. There is too much ethnocentrism and filiopietism in the booklet.

Mexicans of Detroit is useful, but not excellent. There could be a stronger Mexican and general Mexican-American historical context. The second section of the booklet needs to be reorganized. It jumps from one decade to another and back. It also contains some serious errors in Spanish spellings.

While *Ukrainians of Detroit* is ethnically authentic, its title is misleading. More than 90 percent of the book deals with the history of the Ukraine. Only a small section is devoted to the Ukrainians in Detroit.

Technical Quality. The *Study Guide to Hungarians of Detroit* should be bound. There are no copyright permission statements for reproductions of pictures and photographs in any of the booklets. Otherwise, the technical quality of the booklets is acceptable.

Minnesota

55. MINNEAPOLIS MULTI-ETHNIC CURRICULUM PROJECT

Minneapolis Public Schools
Task Force on Ethnic Studies
807 Northeast Broadway
Minneapolis, Minnesota 55105

Project Director: Christian K. Skjervold
Ethnic Group: Multiethnic
Subject Area: Social Studies
Audience/Grade Level: Student Materials (7-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:

Minneapolis Multi-Ethnic Curriculum Project Final Report, by Christian Skjervold (1976). Available from ERIC: ED 171 594, 90 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Minneapolis Multi-Ethnic Curriculum Unit Overviews, by Bruce E. Tipple and Pamela Whitehead (1975). Available from ERIC: ED 183 476, 44 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Minneapolis Multi-Ethnic Curriculum Teacher's Guide, by Bruce E. Tipple and Pamela Whitehead (1975). Available from ERIC: ED 183 477, 330 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Series of seven paperbound books of student readings by Bruce E. Tipple and Pamela Whitehead (1975). Individual titles as follows:

1. *Acculturation Unit.* Available from ERIC: ED183 479, 44 pp, microfiche: $0.91/paper copy: $3.65, plus postage.
2. *Ethnicity Unit.* Available from ERIC: ED 183 480, 46 pp, microfiche: $0.91/paper copy: $3.65, plus postage.
3. *Family Unit.* Available from ERIC: ED 183 481, 61 pp, microfiche: $0.91/paper copy: $5.30, plus postage.
4. *Power Unit.* Available from ERIC: ED 183 482, 35 pp, microfiche: $0.91/paper copy: $3.65, plus postage.
5. *Prejudice and Discrimination Unit.* Available from ERIC: ED 183 483, 56 pp, microfiche: $0.91/paper copy: $3.65, plus postage.
6. *Migration Unit.* Available from ERIC: ED 183 484, 70 pp, microfiche: $0.91/paper copy: $5.30, plus postage.
7. *Enclaves Unit.* Available from ERIC: ED 183 485, 32 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Evidence Card Original, by Bruce E. Tipple and Pamela Whitehead (1975). Not available.

Filmstrips to accompany units (1975). Individual titles as follows:

1. *Family.*
2. *Migration.*
3. *Prejudice and Discrimination.* 2 filmstrips.
4. *Ethnicity.*
5. *Power.* 2 filmstrips.
6. *Acculturation.*

The Amana Colonies (1975). Filmstrip/cassette.

Filmstrips not available.

Materials Description:

The Minneapolis Multi-ethnic Curriculum Project used an inquiry approach to social studies to produce activities organized around the following conceptual themes: ethnicity, migration, acculturation, family, prejudice/discrimination, power, and enclaves. A total of 34 ethnic groups are used as examples of the themes. A series of student reading booklets containing personal case studies and a number of audiovisual materials were also developed. The materials were pilot tested in Minneapolis schools.

The teacher's guide separates the activities by themes. Each activity contains an overview, objectives, materials needed, and a step-by-step procedure. A wide variety of strategies are used, including small-group discussions, card sorts, simulations, role plays, posters, filmstrips, personal case studies, community research, mapping exercises, and photo analysis. At the end of each unit are the worksheets for the activities.

Each unit has a skills component. Skills covered include evaluating sources of information; reading; interpreting graphs, charts, and tables; drawing inferences; and formulating hypotheses. In one activity students rank-order the size of ethnic groups in the United States and discuss the reasons for their perceptions. These hypotheses are then compared to data from the Census Bureau. In another activity students are asked to arrange photo cards in a sequential order representing the least acculturated to the most acculturated. This activity is used as culmination to the *Acculturation Unit.* The materials also contain an extensive audiovisual component.

The final report contains information about the conceptual framework for each of the units.

Evaluative Comments and Suggestions:

Educational Soundness. The materials need a comprehensive overview and table of contents, including a rationale, objectives, and guides to the lesson plans. The individual units are well organized, interesting, and provocative.

Ethnic Authenticity. The ethnic content of these materials is authentic; however, one reviewer noted that the content is not very complex.

Technical Quality. The student booklets were eliminated because of poor packaging. More-complex labeling would make the remaining materials more useful; information relating each component to the others would be particularly helpful.

56. PRIMARY SOURCE MATERIALS IN ETHNIC STUDIES: A TRAINING MODEL

University of Minnesota
Immigration History Research Center
St. Paul, Minnesota 55455

Project Director: Rudolph J. Vecoli
Ethnic Group: Multiethnic; Finnish Americans, Italian Americans, Polish Americans, South Slavic Americans, Ukrainian Americans
Subject Area: Art, Humanities, Social Studies
Audience/Grade Level: Student Materials (7-12) Teacher Education (7-12) Teacher Resources (7-12)
Format: Print
Year Funded: 1977
Amount of Funding: $47,617.00
Materials/Availability:

PRIMSES: Primary Sources in Ethnic Studies (1978). Series of five PRIMSES containing data packets on family, religion, work, political activity, migration, and art. Individual titles as follows:

1. *Finnish PRIMSES.*
2. *Italian PRIMSES.*
3. *Polish PRIMSES.*
4. *South Slavic PRIMSES.*
5. *Ukrainian PRIMSES.*

PRIMSES: Primary Sources in Ethnic Studies: A Training Model (1978).

PRIMSES: Lesson Plans, edited by Anthony V. Codianni (1978).

PRIMSES: American Ethnic Profile: Background Papers, edited by Anthony V. Codianni (1978).

PRIMSES: Workshop Agenda (1978).

None of the project materials are available.

Materials Description:

This project used a wide variety of original resources from the collection of the Immigration History Research Center. Materials on five ethnic groups were assembled in a kit that can be used by teachers to develop a multiethnic program for students in grades 7-12. The materials are in several formats—readings, charts, maps, diaries, photographs, and letters—providing a variety of ways for students with diverse learning styles to gather information.

The data packets for each ethnic group are keyed to six organizing concepts: religion, family, migration, art, work, and political activity. In addition, key concepts and generalizations are specified for each organizing concept. Each piece of original material, except those in the art packets, is categorized by generalization and is identified to show how it relates to that generalization; this enables teachers to use the materials in a comparative or cross-cultural approach. Materials within all data packets (except art) are listed, translated where appropriate, and described. The art packets are the most open-ended and are therefore the last in the series.

The training model details how to begin to develop lesson plans. Examples and step-by-step procedures are outlined. The lesson plans, which were prepared by teachers in five-day training workshops, also provide complete lessons for using primary sources in developing classroom programs. The basic data is used, but the strategies are eclectic, as they reflect the teaching styles of teachers in seven cities: Minneapolis/St. Paul, Chicago, Cleveland, Detroit, Pittsburgh, Milwaukee, and New York. Strategies range from reading and discussing to a sophisticated simulation which includes role cards, issue sheets, and a schematic graph. The lessons are organized around the conceptual themes of the project: religion, family, political activity, work, migration, and the arts. Almost all of the lesson plans developed by the teachers are multiethnic and contain information on at least two Southern and Eastern European ethnic groups.

American Ethnic Profiles: Background Papers contains five papers written by leading scholars in the field of immigration history. These papers provide an overview of the causes of migration, the immigration process, and the subsequent adjustment in America for the Finns, Italians, Poles, Southern Slavs, and Ukrainians.

The project also conducted teacher-training workshops in seven cities. An agenda describes the activities of the workshop. The objectives of the workshops were threefold: to provide a variety of teaching strategies for ethnic studies, to provide background information about five Eastern and Southern European ethnic groups, and to develop multiethnic lesson plans to be infused into the current curriculum. The agenda items are annotated in enough detail so that a teacher trainer could replicate the sessions.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are appropriate for classroom use. They will help students develop "skills in using original sources which can be transferred to other content areas." A rationale explaining the importance of primary source documents to teachers and students would be useful.

Ethnic Authenticity. Because these are primary source materials, the content of the documents is 100 percent authentic. However, one evaluator indicated that the grouping of Slovenes, Croatians, and Serbians as "South Slavs" may not be acceptable to all of these groups.

Technical Quality. The source documents have been reproduced using color coding for each of the themes. All have been placed in file folders. Clearer print, labeling, and binding would be useful in preventing materials from becoming lost or misfiled. Photo reduction of the print for the lesson plans makes this document "almost unreadable."

Missouri

57. ST. LOUIS POLONIA: ETHNIC HERITAGE CURRICULUM MATERIALS DEVELOPMENT PROJECT

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Project Director: Ed Sweda
Ethnic Group: Polish Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (5-8)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $40,619.00
Materials/Availability:
You Play (Ty Grasz) (1979). A game consisting of the following components:

1. Gameboard
2. 48 eagle-match cards
3. 33 true-false cards
4. Score pads
5. Matching stamps
6. 4 student almanacs entitled *The Polish American Almanac* (undated). Paperbound, 83 pp.
7. Parent/teacher's guide entitled *A Guide for Parents and Teachers to the Polish American Almanac and Game*, by Margaret Solomon (1979). Stapled, 32 pp.

Available from project (ATTN: Publications Department): $25.00.

Materials Description:

This project developed a game entitled *You Play (Ty Grasz)* dealing with Polish-American history and culture. Although intended for use with students in grades 5-8, the game can also be played by high school students and by adults. From two to four persons can play the game.

Components of the game include a parent/teacher's guide, four student almanacs containing information about Polish-American history and culture, a felt gameboard, 48 eagle-match cards, 33 true-false cards, score pads, and matching stamps. Directions for playing the game are provided in the parent/teacher's guide. To begin the game, a player turns over any two eagle cards. The first player to turn over two cards that bear the same design on their reverse side becomes the first scorer-timer. The scorer-timer then picks a true-false card; a statement concerning Polish-American history or culture appears on each such card. The player reads the card aloud and places it face-up so that the others may read it. Players then have 60 seconds in which to find the correct answer in their almanacs. If they cannot find the answer in that time, the scorer-timer wins and places a stamp on his/her score pad. This player continues as scorer-timer until the other players find an answer in the 60-second time period. The playing cycle then begins again, with each player turning over two eagle cards, hoping for a match. The game continues until all the true-false cards have been drawn or the board is cleared of all eagle cards. The player with the greatest number of stamps on his/her score card wins.

In addition to containing the rules for playing the game, the parent/teacher's guide also contains background readings on Polish-American history and culture, an index to the student *Polish American Almanac*, and a bibliography of print materials for adults and children.

Evaluative Comments and Suggestions:

Educational Soundness. This game is appropriate for use in classrooms. More detailed directions and more true-false cards would enhance its usability. One evaluator termed this game "exceptional" and "extremely innovative." The almanac can be used either with the game or by itself as a source of information on Polish Americans.

Ethnic Authenticity. The ethnic content is authentic, although one evaluator indicates there are "some minor, factual errors."

Technical Quality. The materials are of good technical quality for dissemination. Some suggestions for improvement include better packaging and making individual pieces available separately (in case pieces are lost). One evaluator commented on the great variety of design and print in the almanac, which makes it visually interesting. The materials are "cleverly constructed and beautifully designed."

58. GERMAN/AMERICAN ETHNIC HERITAGE CURRICULUM MATERIALS

Curators of the University of Missouri
Department of Curriculum and Instruction
212 Education Building
Columbia, Missouri 65201

Project Director: Arni Q. Dunathan
Ethnic Group: German Americans (Missouri)
Subject Area: Art, Language Arts, Music, Social Studies
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Format: Print and Nonprint

Year Funded: 1977
Amount of Funding: $48,361.00
Materials/Availability:
Teacher's Guide to the German/American Heritage Radio Series, by Peter Hasselriis (1978). The *Teacher's Guide* consists of the following parts:

Part I: "The Migration." 11 pp.
Part II: "Effects of Missouri's Geography." 11 pp.
Part III: "Government Among the German/Americans." 7 pp.
Part IV: "Education Among the German/Americans." 15 pp.
Part V: "Agriculture and the German/Americans." 8 pp.
Part VI: "German/American Arts and Architecture." 7 pp.
Part VII: "German/American Culture, Customs, and Traditions." 6 pp.
Part VIII: "The German Language in America." 12 pp.
Part IX: "German/American Music and Dance." 12 pp.
Part X: "The Literature of the German/American." 13 pp.
Part XI: "German/American Prejudice." 8 pp.
Part XII: "Future of the German/American Heritage." 11 pp.

Available from:
(1) University of Missouri/Columbia (ATTN: Academic Support Center): entire guide, 136 pp, or individual parts, cost not available.
(2) ERIC: ED 177 044, 53 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

The German/American Heritage Radio Series (1978). Individual titles as follows:

Part I: "The Migration," by Arni Dunathan and Adolf Schroeder.
Part II: "Effects of Missouri's Geography," by Arni Dunathan and Adolf Schroeder.
Part III: "Government Among the German/Americans," by Arni Dunathan and Adolf Schroeder.
Part IV: "Education Among the German/Americans," by Arni Dunathan and Adolf Schroeder.
Part V: "Agriculture and the German/Americans, " by Arni Dunathan and Adolf Schroeder.
Part VI: "German/American Arts and Architecture," by Arni Dunathan and Adolf Schroeder.
Part VII: "German/American Culture, Customs, and Tradition," by Adolf and Rebecca Schroeder.
Part VIII: "The German Language in America," by Adolf and Rebecca Schroeder.
Part IX: "German/American Music and Dance," by Adolf and Rebecca Schroeder.
Part X: "The Literature of the German/American," by Adolf and Rebecca Schroeder.
Part XI: "German/American Prejudice," by Adolf and Rebecca Schroeder.
Part XII: "German/American Achievement," by Adolf and Rebecca Schroeder.
Part XIII: "Future of the German/American Heritage," by Arni Dunathan and Adolf Schroeder.

Available from University of Missouri/Columbia (ATTN: Academic Support Center): entire program or individual 30-minute cassettes, modest rental fee, can be reproduced free of charge.

Materials Description:
Although the 13 audio cassettes and accompanying teacher's guide dealing with the German/American experience in Missouri were developed as part of a radio-based teacher-training course, they do not require this format. Neither do the two components need to be used together. Individual cassettes can be used to provide information about particular content such as migration, education, agriculture, or arts and architecture to both student and adult audiences, as can the separate parts of the teacher's guide. The entire teacher's guide can be used as a topical outline for a teacher education course or as the basis of a mini-course at the secondary level. In addition, the format provides a model for developing either teacher-training or community resource materials for other ethnic groups or localities. The director of the project, Arni Q. Dunathan, has indicated he would be willing to assist any group that is interested in utilizing the model.

Each audio cassette correlates with a section of the teacher's guide. These sections typically include a summary, background information, German words and phrases, and other words that are important for understanding the cassette. "Post-listening activities" are keyed to the cassettes but are general enough in scope to be usable without them. For example, one activity in "German/American Music and Dance" suggests having students find out what kinds of songs older people remember learning as children. Whenever possible, students are encouraged to record these songs and preserve interviews with community persons. National Public Radio has recommended the audio portion of the program and is offering to make copies of the cassettes available to its affiliates.

Evaluative Comments and Suggestions:
Educational Soundness. Although some of the materials focus heavily on Missouri, most are appropriate for adult and teacher education in all parts of the country. They can also be used for other purposes. One evaluator suggested that the teacher's guide could be used as an out-

line for a college-level course and the tapes could form the basis of a continuing education course on broadcasting. Another evaluator mentioned that the materials could serve as a model for developing similar materials about other ethnic groups. One evaluator noted that objectives need to be added before the materials are used.

Ethnic Authenticity. The materials are ethnically authentic without modifications. The evaluators thought that the materials are "excellent" and "deserve publicity." One evaluator explained, "Let me just state that I consider myself very well informed on this topic. Yet I found myself 'trapped' by one tape after another. I wanted to listen to these tapes to find out more about the interesting topics. The tapes are highly informative—accurate in every aspect. Their producers are genuine experts." The materials would be even better with a few changes. One evaluator noted that the bibliographies are not outdated because they list historical materials, but they would be more useful if recent resources were added. A second evaluator believed that information on social history and women could also be added.

Technical Quality. The materials are acceptable with minor modifications. Coordinating the use of the print materials with the tapes is difficult because the teacher's guide does not always indicate what parts of a tape relate to specific parts of the corresponding section of the teacher's guide. Locating the information on how to use the tapes is also inconvenient because that information appears near the end of the guide instead of at the beginning. The guide's binding is not durable, and some of the maps are not clear. The individually packaged tapes are not labeled clearly. However, the audio quality is excellent.

Montana

59. BLACKFEET INDIAN HERITAGE PROJECT

Browning Public Schools
Cultural Committee
Browning, Montana 59417

Project Director: Tom Thompson
Ethnic Group: American Indians (Blackfeet)
Subject Area: Bilingual Education (American Indian—Blackfeet), Language Arts, Social Studies
Audience/Grade Level: Student Materials (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $46,600.00
Materials/Availability:

Blackfeet Language Coloring Book, by Elizabeth Lewis (1978). Available from project: paperbound, 33 pp, $3.50.

The Blackfeet Ni si tė Ka yi sǒ ka·kió sa tó·p Five Viewpoints, by the Blackfeet Confederacy Cycle of Culture (1978). Available from project: paperbound, 59 pp, $3.00.

Grass Woman Stories, by Mary Ground (1978). Available from project: paperbound, 59 pp, $3.00.

Roaming Days: Warrior Stories, by George Comes At Night (1978). Available from project: paperbound, 67 pp, $3.00.

Materials Description:

The four publications deal with the culture, customs, and heritage of the Blackfeet Indians. The materials are designed for use at the elementary and secondary levels or with adults. The project developers believe that "schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation of cultural alternatives." If this philosophy is to be implemented, "Indian culturally sensitive educational materials" must be developed and introduced into the schools.

The Blackfeet Language Coloring Book is intended to help children in grades K-3 build their vocabulary of Indian words. A useful resource for the bilingual classroom, the coloring book contains sketches of animals, insects, fruits, and vegetables labeled in English and in the Blackfeet language. Children are expected to practice writing the Blackfeet name on the reverse side of each page, which is left blank for that purpose. A pronunciation guide to the Blackfeet language is provided so that teachers can help the children pronounce the words correctly. The guide is well done and can easily be used by non-native speakers.

Grass Woman Stories and *Roaming Days* are collections of stories and legends told by Blackfeet Indians. Written as closely as possible to the language in which the stories were told, these legends provide secondary students and adults with insight into Blackfeet heritage and customs. There is no teacher's guide for these two books. Teachers will have to prepare any discussion questions. Understanding of how the writing style of these two books reflects the culture of the Blackfeet people will be helpful to teachers in explaining this to students.

Twelve stories told by Grass Woman to her granddaughter are transcribed in *Grass Woman Stories*. Grass Woman talks about the medicine lodge, White Dog's death, the spring flood, Wolf Plume's Lover, and Frank Double Runner. In a story about marriage, Grass Woman tells students that when a man had chosen his future son-in-law, "This man the father had found had to pay dearly for his wives, with many gifts. The young warrior would pay the father horses, teepees, scalps, guns, and all sorts of possessions. If the father accepted the gifts, that was it. They were married." Commenting on the custom of

fixed marriage she says "Today girls choose for themselves, for what you call love. That love doesn't last long."

Roaming Days contains 11 warrior stories rich in Indian lore and religion. The author, George Comes At Night, says that he wrote these old-time stories as they were told to him "as nearly as he can remember." Students read of how Mia-Wa, the Hard Luck Warrior, "obtained the power to overcome his back luck," and how Mik-Ka-Pi, seriously wounded in a raid on the Snake people, was rescued by a sacred grizzly bear who smears his body with blood. In one story First Rider describes how he felt as he took his first head scalp. "I was really shaking. I had to scalp him, even if I hated to do it. I accepted; cut his braids and scalp off his head. I held his scalp up by the braids and really felt like a man." The stories tell of a world where little reference is made to the White man.

The Blackfeet Ni si tȩ Ka yi sȯ Ka·kiȯ so tȯ·p Five Viewpoints contains five easy-to-read essays which give a general introduction to the early history of the Blackfeet. Written by young tribal members, the essays are intended for those unfamiliar with the tribe's history. The essays are: "Before the Reservation"; "Treaties, Executive Orders and Acts of Congress"; "Tribal Government"; "Education"; and "An Overview of the Blackfeet." Each essay is self-contained and gives enough background information to be understood without reading the others. There are no instructions for the teacher.

Evaluative Comments and Suggestions:

Educational Soundness. Although the materials focus on Blackfeet Indians, they are appropriate with minor modifications as supplementary materials for general units on Native American literature and culture. Teaching strategies need to be developed. One evaluator believed that instructors should "prepare themselves by becoming familiar with the materials." The evaluators commented that the materials are "well done" and "fantastically interesting and useful to students."

Ethnic Authenticity. The materials are ethnically authentic without modifications, but the evaluators had very different opinions about them. One evaluator noted that *The Blackfeet Language Coloring Book* should be used by Blackfeet speakers and was distressed that the pictures are sequenced in accordance with the English alphabet. The second evaluator questioned the educational value of coloring books, adding that if they must be used, the Indian version is acceptable. *Grass Woman Stories* is well done according to the evaluators. They found it to be the best of the materials, providing "a good look at culture as well as insights into underlying cultural assumptions." One evaluator noted that *Roaming Days* is a good set of materials while the second evaluator commented, "Some of the stories were offensive to me, and I suspect do not necessarily reflect Blackfeet attitudes. . . but at least this is acknowledged at the end of the book." Some of the articles in *The Blackfeet* are redundant and boring according to one evaluator. The second evaluator noted that it is "a well done series of essays to get information to teachers."

Technical Quality. The materials are acceptable without modifications. They are attractive, include beautiful pictures, and are professionally done.

Nebraska

60. ETHNIC STUDIES OF NATIVE AMERICANS (SIOUX) IN NEBRASKA

University of Nebraska
Arts Department
3835 Holdrege Street
Lincoln, Nebraska 68503

Project Director:	William Wallis
Ethnic Group:	American Indians (Sioux/Nebraska)
Subject Area:	Music, Social Studies/Social Sciences
Audience/Grade Level:	Student Materials (9-16) Teacher Resources (9-16)
Format:	Print
Year Funded:	1975
Amount of Funding:	$31,000.00

Materials/Availability:

A Meeting of Cultures: Educational Materials on Lakota Sioux Indian Life and History (1976). This packet contains the following materials.

1. *Essay on Lakota History and Culture, Lakota Literature and Lakota Music,* by the University of Nebraska, Center for Great Plains Studies (1977). Stapled, 40 pp.
2. *A Gallery.* Stapled, 21 pp.
3. *Maps: History of the Sioux Nation in Maps.* Stapled, 3 pp.
4. *Indian Games.* 2 pp.
5. *Important Dates in Lakota History.* Stapled, 4 pp.
6. *A Meeting of Cultures: Question Section.* Stapled, 7 pp.
7. *A Vision (Hanblecheya): Libretto in Two Acts Based on Lakota Literature Song,* by Richard Moore, Composer (undated). Paperbound, 75 pp.
8. *Hanblecheya (A Vision): Songs for Music Essay.* Soundsheet, 33⅓ rpm.
9. *Bibliography.* Stapled, 17 pp.

Available from:

(1) University of Nebraska (ATTN: Curriculum Development Center, 32 Andrews Hall, Lincoln, Nebraska 68588): $2.00.
(2) ERIC: ED 186 164, 181 pp, microfiche: $0.91/paper copy: $13.55, plus postage.

Materials Description:

This project developed a packet of educational

materials dealing with the culture and history of the Lakota Sioux Indian in Nebraska. The packet, entitled *A Meeting of Cultures: Educational Materials on Lakota Sioux Indian Life and History*, includes materials which can be used with high school and college students as well as some reference/resource materials for teachers.

A variety of materials are included. *Essays on Lakota History and Culture, Lakota Literature and Lakota Music* contains three essays which examine lakol wicohan, the Lakota Way or perspective on life. The first essay traces the metamorphosis of Lakota culture through the past 100 years. The second and third essays serve as brief introductions to Lakota literature and music. Another component of the packet, *A Gallery*, contains black-and-white photographs of Sioux chiefs and leaders along with quotes by them. A narrative on the philosophy of the Sioux nations is also included. A three-page pamphlet entitled *Maps: History of the Sioux Nation in Maps* contains three maps. A two-page insert entitled *Indian Games* describes five American Indian games. A chronology of dates in Sioux history is contained in *Important Dates in Lakota History*. A series of history and culture questions is included in *A Meeting of Cultures: Questions Section*. The packet also contains a two-act libretto based on Sioux story and song entitled *A Vision (Hanblecheya)*. A soundsheet containing *Hanblecheya (A Vision): Songs for Music Essay* is also included. *A Bibliography* is an annotated listing of print materials treating Sioux Indian history and culture.

Evaluative Comments and Suggestions:

Educational Soundness. Content is the strong point of these materials. They contain unique, significant, and interesting information on the Sioux. However, for the materials to be educationally sound, some modifications are needed. All of the components—nine separate pieces—should be organized into one book; a teacher's guide which provides a rationale, objectives, and a structure for using the materials should be developed. Maps should be labeled more clearly. Although site specific to Lakota lands, the materials can be used in general U.S. history courses to teach students about the history and culture of the Lakota Sioux.

Ethnic Authenticity. The materials on the whole are quite good although they present a fairly glorified treatment of Sioux history, almost to the point of reinforcing stereotypes about the tribe and men's and women's roles. The time line should be updated to reflect what has happened to the Sioux since the 1950s. Some of the photographs are old and could also be updated. Teachers might consider not using the libretto and the record, which are not very effective.

Technical Quality. All components should be labeled, and a contents list and use sheet should be developed. The record will not last long and should be converted into a cassette.

Nevada

61. PAIUTE AND AMERICAN INDIAN UNDERSTANDING THROUGH TEACHER TRAINING AND EDUCATION

University of Nevada at Reno
Research and Educational Planning Center
Reno, Nevada 89507

Project Director:	Evalyn Dearmin
Ethnic Group:	American Indians (Paiute-Nevada)
Subject Area:	Bilingual Education (Paiute), Language Arts
Audience/Grade Level:	Student Materials (K-4)
Format:	Print
Year Funded:	1975
Amount of Funding:	$35,000.00

Materials/Availability:

Ki No Soo Mu Wa Kwu Tu: Never to be Forgotten, compiled by paraprofessional teaching staff at McDermitt Combined School (1976). Not available.

Materials Description:

Project Paiute developed a bilingual curriculum in reading for children in the primary grades whose first language is Paiute. Although the student resource is applicable primarily for Nevada, the format and structure could be used elsewhere, with adaptation to another Indian group.

The project developers regard as their most important achievement the definition (or formulation) of an orthography which can be used by Paiute children, rendering a heretofore oral language into written form. *Ki Na Soo Mu Wa Kwu Tu* is the first book ever written especially for Paiute in their own language. Legends repeated by tribal elders were taped, transcribed into Paiute, and then translated into English. The booklet contains five legends or examples of tribal mythology given in both Paiute and English, enhanced with drawings by Paiute children. The booklet also includes vocabulary lists of words for the seasons, parts of the human body, numerals, family relationship terms, colors, and animals rendered in both Paiute and English and accompanied by illustrations. The booklet should provide a model of what can be done for very young bilingual children.

Evaluative Comments and Suggestions:

Educational Soundness. *Ki Na Soo Mu Wa Kwu Tu: Never to Be Forgotten* was developed specifically for students who want to learn the Paiute language. Although there are no teaching strategies per se, the elementary teacher should have no trouble using the book. The book is like a workbook in that its use is its strategy. The material, especially the legends, can also be entertaining and educational for any student who wishes to learn about Indian folklore. The individual teacher would have to develop specific activities in this area.

Ethnic Authenticity. More current photographs could be added. Otherwise, this book is ethnically authentic, with no modifications needed.

Technical Quality. One evaluator commented that it is sad to see a book on Indian culture that uses black-and-white photographs and illustrations. An important authentic element is color and its use. The page numbers should be placed on pages uniformly.

62. PAIUTE CULTURE: DEVELOPMENT AND DISSEMINATION

Walker River Paiute Education Committee
P.O. Box 190
Schurez, Nevada 89427

Project Director: Norma Lessard
Ethnic Group: American Indians (Paiute)
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (1-12)
Format: Print
Year Funded: 1978
Amount of Funding: $47,000.00
Materials/Availability:
Resource Guide for Paiute and Other Native American Materials (1979).
Available from project: stapled, 111 pp, free.

Materials Description:
This project adapted and developed curriculum materials on the Paiute Indians for use in grades 1-12. A number of activities were also undertaken to help Indian educators and parents become familiar with these materials and use them in the classroom. Books, media, maps, and other resources treating American Indians and Paiutes in particular are annotated in *Resource Guide for Paiute and Other Native American Materials.*

Evaluative Comments and Suggestions:

Educational Soundness. This is a good annotated list of resources.

Ethnic Authenticity. On the whole this material is accurate. The listing needs to be updated.

Technical Quality. The resource guide needs to be bound.

New Jersey

63. COMMUNITY ACTION FOR CULTURAL PLURALISM

Joint project of:
National Conference of Christians and Jews (NCCJ)
790 Broad Street
Newark, New Jersey 07102
and
Rutgers University
Graduate School of Education
100 Seminary Place
New Brunswick, New Jersey 08903

Project Director: Jacento Marrero (NCCJ) and Eliane C. Condon-Dauby (Rutgers)
Ethnic Group: Multiethnic
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (5-12)
Format: Nonprint
Year Funded: 1975
Amount of Funding: $41,000.00
Materials/Availability:
Lost and Found: A Search for Our Ethnic Heritage, produced by the Dick Roberts Film Company, Inc. (1977). Available from the Dick Roberts Film Co., Inc. (48 West 10th Street, New York, New York 10011): 16mm film, color, 30 minutes, $350.00 per print; or ¾" video cassette, $275.00 per print; not available for rental.

Materials Description:
This joint project between Rutgers University and the National Conference of Christians and Jews (NCCJ) developed a 16mm film, *Lost and Found: A Search for Our Ethnic Heritage.* This 30-minute color production is based on the premise that many Americans feel alienated because of "sameness." One solution to this problem is to establish a sense of ethnic identity. The film attempts to create such a sense by presenting interviews with three generations of Americans. First-generation immigrants describe how they felt on leaving their homeland and on arriving in America. Second-generation Americans describe their ethnicity as something to be hidden from others and forgotten by themselves. The third-generation indicates that ethnicity is important because it helps one establish roots and a sense of identity. The interviews are combined with historic film from the thirties, stills from the turn of the century, and dramatic reenactments.

Evaluative Comments and Suggestions:

Educational Soundness. This film is exceptionally good. No modifications are necessary.

Ethnic Authenticity. The title of the film is misleading since the film deals almost exclusively with European immigrants. The major weakness of the film's content is its failure to provide historical background on immigration. While "ethnically authentic," the film's approach to ethnicity is somewhat naive and uninformed—a nostalgic discovery of roots without an understanding of the history or culture of one's national heritage. In spite of these limitations, the film is a good introductory film provided that the teacher has a working background knowledge of the history of ethnicity, including non-European ethnicity.

Technical Quality. The film is of very high quality. It is one of the finest examples of all of the ethnic materials developed.

New Mexico

64. THE RENAISSANCE OF AN INDIAN-SPANISH COMMUNITY OF NORTHERN NEW MEXICO

Chama Valley Independent Schools
P.O. Drawer 10
Tierra Amarilla, New Mexico 87575

Project Director: Manual Justiz
Ethnic Group: American Indians (Navajo, Pueblo), Mexican Americans
Subject Area: Bilingual Education (Spanish), Journalism, Language Arts, Music, Religious Studies, Social Studies, Sociology
Audience/Grade Level: Adult/Community Education
Student Materials (7-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $20,240.00
Materials/Availability:

El Renacimiento de un Pueblo Indo-Hispano (The Rebirth of an Indo-Hispanic People). Available from project: 30-minute, color, ¾" videotape, bilingual (channel 1 English, channel 2 Spanish), available for cost of duplication and mailing. Purchaser must supply ¾" color videotape and specify English or Spanish audio.

La Tierra Amarillo: The People of the Chama Valley, edited by Anselmo F. Arellano (1978). Available from:
(1) project: paperbound, 166 pp, free.
(2) ERIC: ED 184 750, 167 pp, microfiche: $0.91/paper copy: $11.90, plus postage.

Materials Description:

This oral history project was a cooperative effort of the Chama Valley Schools and the local Teacher Corps. The major project goal was to promote a more positive self-image for the individual Mexican-American student and provide an opportunity for the total Mexican-American school community to learn more about their long history in the Southwest.

Project activities included training a project team of teachers, students, administrators, and Teacher Corps interns in the process of conducting local historical research; conducting oral history interviews; and researching family histories. A variety of topics were researched, including the histories of the settlements in the valley; local culture including music, arts and crafts, customs, folk medicine, and religion; and local Spanish language, literature, poetry, and folklore.

Based on this research the participants produced a 30-minute color videotape and a book. Both are in English and in Spanish. The book and the videotape contain similar materials but have a number of items which are unique.

Evaluative Comments and Suggestions:

Educational Soundness. Both the videotape and the book are very well done. No modifications are needed.

Ethnic Authenticity. The videotape *El Renacimiento de un Pueblo Indo-Hispano* is excellent. The superb color photography and Spanish soundtrack were cited as factors making this one of the best ethnic heritage studies products developed. One evaluator did note that teachers should read at least one book on Hispanos before using the videotape in class.

Excellent, outstanding, and superb were used to describe the book *La Tierra Amarillo: The People of the Chama Valley.*

Technical Quality. The videotape received high points for its bilingual tracks. It is beautiful, colorful, and authentic, but the narrator's speech is not ideal. He speaks too quickly, has a monotonous voice, and slurs over words.

The book *La Tierra Amarilla* should make some reference to the videotape, perhaps in a simple insert sheet.

New York

65. DOMESTIC ETHNIC EXCHANGE AND CURRICULUM DEVELOPMENT

American Field Service International
Domestic Programs
313 East 43rd Street
New York, New York 10017

Project Director: Nancy Kelly
Ethnic Group: Multiethnic; American Indians (Choctaw), Cape Verdean Americans, Polish Americans, Scandinavian Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $40,000.00
Materials/Availability:

Made in USA: Project Ethnic Heritage: Activity and Discussion Guide, by Gary R. Smith (undated). Available from:
(1) project: paperbound, 69 pp (includes 5 filmstrip/cassette titles below), $30.00.
(2) ERIC: ED 160 516, 105 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Five filmstrip/cassettes:

1. *Made in USA: Project Ethnic Heritage.*
2. *Scandinavian-Americans: A Rediscovery.*
3. *Being a Choctaw: Mississippi Band of Choctaw Indians.*
4. *Americans of Polish Descent: The Chicago Experience.*
5. *Cape Verdeans: Strong Ties, Strong People.*

Materials Description:

This project involved high school students from four ethnic groups in the development of five filmstrips and learning activities which can be used by members of any group wanting to learn more about their ethnic heritage.

High school students from four ethnic groups were selected to participate in the project: Choctaw Indians from the Southeast, Polish Americans from Chicago, Scandinavian Americans from New York, and Cape Verdean Americans from Rhode Island. Assisted by project staff and by local advisory councils, the students developed and adapted activities which other students could use to examine their own ethnic backgrounds. Each of the four student groups also developed a slide presentation on its theme group. The slide presentations were field tested.

The final project publications comprise a program which can be used with junior and senior high school students and with community persons interested in investigating their own ethnic background and in learning about ethnicity in the United States and the world. Program components include the *Made in USA: Project Ethnic Heritage: Activity and Discussion Guide* and five filmstrip/cassette programs. The guide contains step-by-step directions for the teacher, questions to stimulate classroom discussion, and student worksheets.

In using the four-part program, students first view and discuss the filmstrip program *Made in USA: Project Ethnic Heritage*, which introduces the project and discusses America's renewed interest in ethnic heritage. In the second part of the program, "Ethnicity and Me," students trace their family origins and examine the ethnic component of their family histories.

The program's third part—"Four Ethnic Experiences"—involves students in viewing and discussing the remaining four filmstrips. The filmstrips are intended to serve as case studies to help students compare and contrast their own ethnic experiences with those of other groups and to show them that ethnicity has many meanings to different people. The filmstrip on Scandinavian Americans illustrates how tracing one's ethnic heritage can lead to a better, more positive understanding of "who we are." The *Being a Choctaw* presentation emphasizes the contrast between old and new ways and the relationship of Indians to the dominant Anglo culture. The *Americans of Polish Descent* filmstrip emphasizes that most Polish Americans are "Americans first," but also of Polish ancestry. The presentation attempts to parallel general American history with the Polish-American experience in the United States. The filmstrip on the Cape Verdeans is the study of people who are proud of their heritage, and at the same time, diffused within U.S. society.

In the last part of the program—"Ethnicity and Others"—students examine their own views toward ethnicity and ethnic differences. Students are involved in activities that ask them to clarify and verbalize their values. Other activities in this section ask students to explore the dimensions of ethnicity as a global issue.

Evaluative Comments and Suggestions:

Educational Soundness. These are excellent materials. No modifications are needed.

Ethnic Authenticity. The teacher's guide is good and has wide appeal. The filmstrips are also good. The filmstrip *Scandinavian-Americans: A Rediscovery* deals only with Swedish Americans. Although the material provided in the filmstrip *Being a Choctaw* is good, not enough information is given. More explanation is needed of what the people in the filmstrip are doing and what the cultural significance is of the many things shown.

Technical Quality. This is an excellent media package. The teacher's guide is excellent and the filmstrips are well done. The only thing needed is a descriptive list of components.

66. TASK FORCE TO DEFINE CULTURAL PLURALISM TO DEVELOP AND TEST STRATEGIES FOR ITS EFFECTIVE TEACHING

Anti-Defamation League of B'nai B'rith
Program Division
315 Lexington Avenue
New York, New York 10016

Project Director:	Walter Plotch
Ethnic Group:	Multiethnic
Subject Area:	U.S. History
Audience/Grade Level:	Teacher Education (9-12) Teacher Resources (9-12)
Format:	Print
Year Funded:	1974
Amount of Funding:	$65,000.00

Materials/Availability:

An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization, and Imperialism, 1889-1920 (undated). Available from:

(1) project: stapled, 85 pp, $1.50.
(2) ERIC: ED 130 944, 83 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Pluralism in a Democratic Society, edited by Melvin M. Tumin and Walter Plotch (1977). Available from Praeger Publishing Company (383 Madison Avenue, New York, New York 10017): paperbound, 248 pp, $17.50. Although

this document was announced in ERIC (ED 133 411), it is not available in microfiche or paper copy from EDRS.

Materials Description:

This project sponsored and published the proceedings of a Pluralism in a Democratic Society Conference. The project also developed a resource guide containing one model unit in American history. This unit demonstrates how history can be taught from a multiethnic perspective.

The purpose of the Pluralism in a Democratic Society Conference, held in April 1975 in New York, was "to confirm that American life consists of a mosaic of different groups, each retaining its own richness and identity and each contributing to the strength and diversity of its tradition." The conference proceedings are contained in the publication *Pluralism in a Democratic Society.* The papers included in the first part of the publication attempt to develop a clear definition of cultural pluralism. The second part of the publication contains papers discussing the best ways to teach and learn about cultural pluralism in the classroom.

The resource guide entitled *An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization and Imperialism, 1880-1920,* is designed to provide information about the ethnic dimension in American history and to help the teacher impart this information to students by highlighting (1) the role that each group played in American society and (2) the significant contributions they have made to our cultural diversity. The unit is organized around four themes that are characteristic of the period 1880-1920: immigration and minorities, industrialization, urbanization, and imperialism and the rise of the United States to world power. The guide contains an outline for each theme, together with suggested teaching activities, a selected annotated list of media, and a bibliography for teachers and students. In developing each theme, students examine the situation that existed around 1920. The experiences of Black, Jewish, Mexican, Puerto Rican, Italian, and Asian Americans and American Indians are discussed. Teaching methods include reading assignments, viewing media, classroom discussions, library research, and role playing.

Evaluative Comments and Suggestions:

Educational Soundness. The activities suggested in *An Ethnic Dimension in American History* are thought provoking. It is a very good resource guide.

The series of essays in *Pluralism in a Democratic Society* may serve as a valuable resource for people who want to learn about cultural pluralism. Some of the essays may need to be updated.

Ethnic Authenticity. *An Ethnic Dimension in American History* is ethnically authentic. It is a very useful resource guide, although the teacher would need to do some supplementary reading.

Pluralism in a Democratic Society is useful as an historical document but does not represent contemporary visions of pluralism. The articles on child development and curriculum are out of date. Many of the authors have moved beyond the positions expressed in the book. Readers should therefore be forewarned not to conclude that the authors still subscribe to everything in the articles.

Technical Quality. Both books should be hardbound for durability. In addition, some pages of *An Ethnic Dimension in American History* are numbered front and back and some are numbered on only one side. This problem needs to be corrected. Graphics would provide visual variety.

67. ASIAN INDIANS IN AMERICA

Association of Indians in America, Inc.
663 Fifth Avenue
New York, New York 10022

Project Director: Sondra Sen
Ethnic Group: Indian Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (7-12)
Teacher Resources (7-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $23,780.00
Materials/Availability:

Introducing the Asian Indians in America, by Sondra Sen (1978). This audiovisual kit contains the following materials.

1. *The Asian-Indian Community in America.* Slide (80)/cassette program.
2. *Asian-Indian Lifestyles.* Slide (80)/cassette program.
3. *The Asian Indians in America: A Teacher's Guide for Use with the Audiovisual Kit.* Paperbound, 22 pp.

Available from project: available on a rental basis for $15.00. For this $15.00 charge you also receive a copy of *The Asian Indians in America: A Curriculum Resource Handbook for Teachers* that you may keep.

The Asian Indian in America: A Curriculum Resource Handbook for Teachers, by Sondra Sen (1978). Available from:

(1) project: paperbound, 63 pp, $2.00 ($1.75 per copy for orders of 10 or more).
(2) ERIC: ED 169 190, 67 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

The Asian Indians in America project developed student materials and a curriculum resource handbook for teachers. These materials are intended to provide Americans with an awareness and understanding of Asian Indians. In addition, the developers hope the materials will help Asian

Indians achieve a better appreciation of their own cultural heritage and facilitate communication between groups. The meaning and importance of cultural borrowing and the similarities and differences of ethnic experiences are also highlighted.

Two sound/slide presentations constitute the student materials. They are intended primarily for secondary-level students but could be used with younger children and adults as well. *The Asian-Indian Community in America* examines the Asian-Indian experience in America, emphasizing the ways in which this culture group is establishing roots. *Asian-Indian Lifestyles* focuses on the "challenge of adapting to life in a new society" while maintaining aspects of one's cultural heritage. Although a "hero" approach to ethnic studies is used throughout, this section also shows several families and differing lifestyles. The teacher's guide which accompanies the slides contains the script narration as well as specific questions for study and discussion.

The Asian Indians in America: A Curriculum Resource Handbook for Teachers can be used independently of the student materials. It contains sections on the establishment of the Asian-Indian community in America, Asian-Indian lifestyles, cultural borrowing, and contributions and achievements. A few classroom activities and information about sources and resources are also provided.

Evaluative Comments and Suggestions:

Educational Soundness. The filmstrips and accompanying teacher's guide are traditional in concept but address a new ethnic group in America. The *Curriculum Resource Handbook* is not needed to use the audiovisual presentations, although the information it contains enhances the learning experience. The handbook by itself could provide the basis for developing activities or lessons on the Asian-Indian experience.

Ethnic Authenticity. No modifications are needed in this excellent program.

Technical Quality. This is a beautiful set of audiovisual materials. They are professionally done, effective, and efficient. The publications are also very well done.

68. MULTICULTURAL PROJECT FOR URBAN STUDIES IN MIDDLE SCHOOLS

Association for Multiethnic Programs, Inc.
114 Fifth Avenue
New York, New York 10011

Project Director: Max Nadel
Ethnic Group: Multiethnic; Black Americans, Chinese Americans, Irish Americans, Italian Americans, Jewish Americans, Puerto Rican Americans (New York)
Subject Area: Social Studies, U.S. History
Audience/Grade Level: Teacher Resources (8)
Format: Print
Year Funded: 1976
Amount of Funding: $26,000.00
Materials/Availability:
Teaching Ethnic Experiences in Urban America, edited by Max Nadel (1977). Available from:
(1) project: 169 pp, available for cost of postage and handling.
(2) ERIC: ED 147 411, 202 pp, microfiche: $0.91/paper copy: $15.20, plus postage.

Materials Description:

This project conducted a teacher-training program through the Department of Social Studies Education at New York University. Part of the instruction provided consisted of lectures by ethnic scholars. During the course, participants created a teacher's manual containing models and recommendations for units and teaching strategies appropriate for eighth-grade urban studies or history programs. The units included deal with the Italian community in Bensonhurst, New York, the Irish community in Woodside, New York, and the immigrant experience in literature. Other parts of the manual provide lessons based on student compositions and investigation and interpretation. A short, annotated bibliography is also provided. The major focus of the manual is on helping teachers develop materials which will introduce the concept of cultural pluralism into traditional eighth-grade American history courses.

The program starts with an in-depth examination of one urban ethnic community and then branches out to other ethnic communities. Among the cultural elements explored are family structure, change, education, religion, recreation, identity, conflict, and conflict resolution. Historical elements are reasons for immigration, values, impact of ethnic populations, ethnic contributions, and ethnic populations in wars. The sociological elements are economic activity, class, spatial relationships, common goals, transportation, extent of crime, and adjustment. The developers suggest that the outlines of lessons and strategies will provide a model that any teacher can emulate.

Evaluative Comments and Suggestions:

Educational Soundness. This publication is excellent for the intended audience—eighth-grade students in New York. For the publication to be useful to teachers in other states, a clear description of the concept to be taught should be included. More-specific objectives are needed for each unit, and the overall objectives need to be stated more clearly. The content presented is somewhat uneven. Similar information should be presented on each group. Suggested activities need to be described more completely.

Ethnic Authenticity. This publication provides a good model to help teachers in other cities

develop similar curricula using local history.

Technical Quality. The copyright for several articles needs to be clarified. The publication would be improved by retyping.

69. SCANDINAVIAN-AMERICAN ETHNIC HERITAGE CURRICULUM STUDIES

Board of Cooperative Educational Services
42 Triangle Center
Yorktown Heights, New York 10598

Project Director: George C. Simpson
Ethnic Group: Scandinavian Americans; Danish Americans, Finnish Americans, Norwegian Americans, Swedish Americans
Subject Area: Social Studies, U.S. History
Audience/Grade Level: Teacher Resources (10-12)
Format: Print
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

Scandinavian Ethnic Curriculum Studies: Senior High School Topics, by George C. Simpson (undated). Available from Valhalla High School (ATTN: Dr. Richardson, Columbus Avenue, Valhalla, New York 10595): 2-hole punched, unnumbered pages, available for cost of postage.

Materials Description:

The purpose of this project was "to improve student understanding and appreciation of Scandinavian immigration." The publication *Scandinavian Ethnic Curriculum Studies: Senior High School Topics* contains six units of study which can be integrated into established U.S. history courses at grade 11. Topics treated are conditions in the home country, the crossing and opportunities in America, where the newcomers settled, adjustments to a new life, immigrants' contributions to a new American society, and overall contributions of Scandinavian Americans to America. Students are involved in many activities including reading case studies, interviewing immigrants, analyzing demographic data, viewing and discussing filmstrips, writing essays, and reading books.

Evaluative Comments and Suggestions:

Educational Soundness. No modifications are necessary.

Ethnic Authenticity. For the most part this work is ethnically authentic but one modification is needed. The generalizations made about other ethnic groups are too broad; examples should either be made more specific or be eliminated. As they stand, they encourage the reader to stereotype the motivations and actions of other groups.

Technical Quality. This publication needs to be bound in permanent form, and paging needs to be corrected. Graphics would help relieve the print monotony.

70. PROGRAM FOR ACHIEVEMENTS IN CHINESE ETHNIC STUDIES

Community School District 2-M
210 East 33rd Street
New York, New York 10016

Project Director: Jacob G. Wong
Ethnic Group: Chinese Americans
Subject Area: Bilingual Education (Chinese), Social Studies
Audience/Grade Level: Student Materials (1-9)
Format: Print
Year Funded: 1977
Amount of Funding: $48,142.00
Materials/Availability:

Chinese Cultural Activities, Volumes I and II (1977). Available from project: paperbound, Volume I—47 pp, Volume II—41 pp, limited number available for cost of duplication.

Chinese New Year, by Teresa Kou and Stella Chou (1979). Available from project: paperbound, 49 pp, limited number available for cost of duplication.

Chinese Women in History and Legend, Volumes I and II (undated). Available from project: paperbound, Volume I—30 pp, Volume II—32 pp, limited number available for cost of duplication.

Ching Ming Festival (1978). Available from project: paperbound, 21 pp, limited number available for cost of duplication.

Year of the Horse, by Teresa Kou and Stella Chou (1978). Available from project: paperbound, 35 pp, limited number available for cost of duplication.

Materials Description:

These curriculum materials on Chinese Americans were designed for use in elementary and junior high schools in New York City's Chinatown. The booklets were field tested and revised. *Chinese Cultural Activities, Volumes I and II* describe popular Chinese-American ethnic activities and provide instructions telling teachers how to conduct them. The booklets also contain plays and Chinese-American songs for children to present in the classroom. The illustrated book *Ching Ming Festival* describes in both Chinese and English the various customs connected with one of the most important festivals in Chinese life. The *Year of the Horse* booklet contains recipes (in English) of dishes with which the Chinese traditionally celebrate New Year's. The

booklet concludes with a short bibliography providing further references to Chinese dishes.

Volumes I and II of *Chinese Women in History and Legend* contain stories in English and Chinese of prominent women in Chinese history and legend. *Chinese New Year* provides an English introduction to the Chinese language, both spoken and written. It also explains the traditional Chinese art of paper cutting, its characteristics, and themes.

Evaluative Comments and Suggestions:

Educational Soundness. The *Chinese Cultural Activities* volumes are appropriate without modifications for use as teacher resources in bilingual classes; most of the content can also be used in such other classes as social studies. One evaluator commented that the activities are more appropriate for elementary students than secondary students. A second evaluator thought that "the activities for students are highly interesting and sufficient background is provided to inform the students of Chinese cultural events." The volumes have been field tested and revised.

The other books are appropriate with minor modifications for students in bilingual classrooms; the stories and activities can also be used to round out ethnic heritage, social studies, or language arts classes. Teaching strategies need to be developed, but according to one evaluator, "the material is of such high interest level that teachers could come up with these fairly easily."

Ethnic Authenticity. The two-volume *Chinese Cultural Activities* is ethnically authentic without modifications for Chinese-American students. Most of the activities are also appropriate for other students, but the children's plays may have to be explained well in order for students to participate and understand. One evaluator said that the volumes are a good collection of a variety of activities that reinforce Chinese culture.

Chinese New Year, the two volumes of *Chinese Women in History and Legend,* and *Ching Ming Festival* are ethnically authentic without modifications. One evaluator stated that *Chinese New Year* "is good for resource purposes," and that it contains helpful information on paper cutting as a Chinese folk art as well as a good explanation of the written and spoken Chinese language. The stories in *Chinese Women in History* are well written, and the Chinese versions are very well narrated. One evaluator commented that the Chinese readings may be too difficult for Chinese ninth-grade students. The evaluator added that "A non-Chinese reader may well gain good insights into the historical legendary characters and understanding about the traditional values which made up the political and social structures of China in the old days."

Ching Ming Festival is also well written. One evaluator noted that although the English version is easy to read, "the Chinese version is written in literate style which requires higher reading skills in Chinese. Therefore, the Chinese version should not be used by younger students." The evaluator also noted that the subject is worthwhile to teach because many Chinese Americans still celebrate the Ching Ming Festival.

Year of the Horse is ethnically authentic without modifications, but inclusion of information about the modern celebration of the Chinese New Year in the United States would be helpful to teachers.

Technical Quality. These well-done materials are acceptable with minor modifications. The narrative in *Chinese Cultural Activities* and *Chinese Women in History and Legend* is not printed in black ink so it may not reproduce well. The binding of the other materials is not very durable.

71. STORIES MY FAMILY TOLD ME... AN ETHNIC HERITAGE STUDIES PROJECT

New York Board of Education
Division of Educational Planning and Support
Center for Library, Media and Telecommunication
131 Livingston Street
Brooklyn, New York 11201

Project Director: Morris Freedman
Ethnic Group: Multiethnic; Black Americans, Chinese Americans, Italian Americans, Japanese Americans, Puerto Rican Americans, West Indian Americans
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Student Materials (9-12) Teacher Resources (9-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $39,763.00
Materials/Availability:

Stories My Family Told Me. Series of 15 cassette tapes and a student's manual. Individual titles as follows:

1. *Born to Fly.*
2. *Escape to America.*
3. *Escape to Yokohama.*
4. *The Family.*
5. *Grandfather Was a Caddy.*
6. *Last Day in Kau-Min.*
7. *The Last Words.*
8. *Leaving Home.*
9. *The Lesson.*
10. *Memories of Diane.*
11. *Miska.*
12. *Once There Was a War in Italy.*
13. *The Price of Freedom.*
14. *Suenos.*
15. *A Year Too Late.*

Available from project: $25.00 for each cassette (includes teacher's manual listed below).

Stories My Family Told Me: A Kit to Help Students Research and Write Radio Scripts About Their Ethnic Heritage, by Anne Grant (undated). Available from:

(1) project: free with cassettes (included in $25.00).

(2) ERIC: ED 180 932, 32 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Materials Description:

Scripts for radio programs were written by high school students who interviewed parents, older people in their neighborhoods, grandparents, aunts, and uncles concerning their ethnic backgrounds and favorite childhood stories. The 15 stories made available on cassette tapes and the ethnic groups represented are: *Born to Fly* (Italian American); *Escape from Yokohama* (Japanese American); *Escape to America* (Jewish American); *The Family* (Black American); *Grandfather Was a Caddy* (Jewish American); *Last Day in Kau-Min* (Chinese American); *The Last Words* (West Indian American); *Leaving Home* (Black American); *The Lesson* (Puerto Rican American); *Memories of Diane* (Puerto Rican American); *Misha* (Jewish American); *Once There Was a War in Italy* (Italian American); *The Price of Freedom* (Chinese American); *A Year Too Late* (West Indian American); *Suenos* (Puerto Rican American). The stories from the series were broadcast in New York City.

Four of the cassette tapes were also field tested with 106 students in four 11th-grade classes in two schools. Questionnaire results indicate that a majority of the students learned new things about the group portrayed in the tape they heard in class.

The student's manual contains a brief summary and discussion questions for each cassette. The teacher's manual contains several sections. The first section discusses how to research family history. How to conduct an interview and specific questions to ask are covered in the second section. The third and final section deals with how to produce a radio program and includes a description of how to write an outline and how to begin a script. A sample script is included.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are appropriate without modifications. They are complete and unusual in design. One evaluator noted that "the information in the teacher's manual provides a novel approach to learning about ethnicity for students." A second evaluator believed that the materials "should create quite a lot of student participation and motivation."

Ethnic Authenticity. The ethnic authenticity of the materials is appropriate without modifications. However, one evaluator concluded that "The series is not designed to present ethnic group data. It is designed to teach writing in an interesting way, and it uses ethnicity as the vehicle. The stories are human interest stories with universal application..."

Technical Quality. The cassette tapes are appropriate with minor modifications. The box that holds them is not very durable and is not labeled. The tapes do not fit into the box very well and are difficult to use because the labels are not clear or are incorrect. On many of the tapes, the first few words of the introduction are missing.

The binding of the student guide is not very durable. The guide is very large and inconvenient to use, and the pages are not numbered. The title does not indicate that the book is for students. The technical quality of the teacher's guide was not evaluated.

One evaluator commented that overall the materials represent "an exceptionally well done radio project."

72. THE CARIBBEAN-AMERICAN EXPERIENCE: THE RECENT BLACK IMMIGRANT

New York City Board of Education
Center for Humanities and Arts
131 Livingston Street
Brooklyn, New York 11201

Project Director: Judith Burgess
Ethnic Group: Caribbean Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (9-12)
Teacher Education (9-12)
Teacher Resources (9-12)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $33,000.00
Materials/Availability:

Caribbean-American Experience: The Recent Black Immigrant. Filmstrip or slide/cassette.

The Caribbean-American Experience: The Recent Black Immigrant (1978). 184 pp, paperbound.

The project materials are not available.

Materials Description:

With the assistance of secondary students and teachers and community ethnic organizations, this project developed a multimedia kit containing a filmstrip, slides, oral interviews, a videotape, and lesson plans dealing with Caribbean Americans. Two components of the kit were accepted by the evaluators.

The color filmstrip/cassette program entitled *Caribbean-American Experience: The Recent Black Immigrant* discusses how the ethnic, cultural, social, and economic history of the Caribbean has shaped present conditions on the island and how those conditions have motivated many islanders to come to the United States. The filmstrip also talks about the many contributions which Caribbean Americans have made to the American culture.

The booklet *The Caribbean-American Experience: The Recent Black Immigrant* contains lesson plans for use with high school students. The lessons are organized by three main themes: (1) Caribbean background; (2) why Caribbean Americans came to the United States; and (3) the American experience—economics, politics, and social structure. Each lesson contains a brief reading which students are expected to read and discuss. Students are also involved in such other activities as writing a play or short story, filling in maps, telling folk stories, and conducting research. A bibliography of additional resources is also included in the booklet.

Evaluative Comments and Suggestions:

Educational Soundness. A series of readings, followed by suggested discussion questions make up the printed materials; therefore, the teacher may have to develop additional teaching strategies. The topic of Black Caribbeans is an interesting one and adds a new dimension to the study of Black Americans.

Ethnic Authenticity. This collection of articles and excerpts is acceptable; however, it is a somewhat narrow picture of Caribbean Americans. The teacher will have to provide a larger context when presenting the materials.

Technical Quality. The filmstrip (or slides) with cassette is of acceptable quality. Its use would be enhanced by an accompanying user's guide. The print materials are of highly questionable technical quality. Although they have been approved because of the value of their content, they need major technical modifications including a new layout, retyping, and securing of copyright permissions on excerpted materials.

73. ITALO-AMERICAN CURRICULUM STUDIES

New York State Education Department
Bureau of Social Studies Education
Washington Avenue
Albany, New York 12224

Project Director: Josephine Dana
Ethnic Group: Italian Americans (New York, Brooklyn)
Subject Area: Anthropology, Social Studies
Audience/Grade Level: Teacher Resources (12)
Format: Print
Year Funded: 1974
Amount of Funding: $70,000.00
Materials/Availability:

Anthropology: Focus upon Ethnic Studies, by the University of the State of New York, State Education Department (1979). Available from ERIC: ED 180 854, 166 pp, microfiche: $0.91/ paper copy: $13.55, plus postage.

Note: Any educational institution may reprint the materials or any part thereof, provided written authorization is obtained from the New York State Education Department and the reprinting contains the statement, "Reprinted with the permission of the New York State Education Department" or words to that effect. All requests for authorization for reproduction should be directed to Dr. Gordon VanHooft, Director, Division for Curricular Services, New York State Education Department, Albany, New York 12234.

Materials Description:

Anthropology: Focus upon Ethnic Studies is a guide to help teachers implement a semester or yearlong anthropology course for 12th-graders. Emphasis in the course is on the different ways that people have solved problems and adapted to the world in which they lived or are living. The guide is organized by unit topics: (1) the nature of anthropology, (2) environment and technology, (3) the economic system, (4) courtship and marriage, (5) social organization: family and community, (6) social organization: systems of social stratification, (7) governing and the social order, and (8) ideology.

For each topic, the guide provides questions for the teachers to ask to help students reach an understanding of the topic. To help students answer the questions, the guide then cites activities for students to undertake or case studies, pictures, and anecdotes from anthropology texts that students can analyze. For example, in the unit on the nature of anthropology, teachers ask the question "How does the average tourist react to different foods, a different place of life or unfamiliar customs in another culture?" To answer this question students are expected to conduct interviews with people who have recently traveled in South America, Africa, Asia, or Europe.

Evaluative Comments and Suggestions:

Educational Soundness. The cultural anthropology concepts are well developed and useful for senior high students. Because the exercises compare communities in Italy with Italian communities in Brooklyn, the instructor may wish to adapt the concepts for local use.

Ethnic Authenticity. The evaluators cautioned that portraying "the Italian" is difficult because of the vast regional differences in Italy. Since the case studies and examples are drawn from one village of Sicily and a neighborhood in Brooklyn, the user is cautioned that this is an authentic, but not universal, description of Italians and Italian Americans. The evaluators also detected a "careless use" of Italian terminology.

Technical Quality. A hardcover binding would make the book more durable.

74. MIGRANT HERITAGE STUDIES PROJECT

The Research Foundation of SUNY
New York State Migrant Center
P.O. Box 7126
Geneseo, New York 14454

Project Director: Gloria Mattera

Ethnic Group: Migrant Farmworkers (New York); American Indians (Algonquin), Black Americans, Mexican Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (K-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $35,000.00
Materials/Availability:
Migrant Heritage Studies Kit, by Geneseo Migrant Center (1977). Available from project: kit containing 4 slide/tape presentations, articles, pamphlets, and other written or published material (for a more complete description see analysis), 10 kits available on a two-month loan basis, available for $50.00 shipping fees.

Materials Description:

This project developed a kit containing print and nonprint resources to help communities and students at all levels become more aware of migrant farmworkers. The kit consists of four components, which first provide an overall picture of the migrant farm labor scene in the United States and then present a more detailed view of three ethnic migrant groups: Black Americans, Algonquin Indians, and Mexican Americans. The developers believe that if a society is educated about its migrant farm laborers and the indignities and inequities they suffer, it will feel "morally obliged to take appropriate action to provide working benefits and conditions equal to those enjoyed by any other segment of the nation's workforce."

The migrancy component of the kit presents background information essential to the study of migrant farmworkers in general and the ethnic groups presented in the kit specifically. The contents of this introductory component include a slide/tape presentation on the problems that have developed because of the migrant farm labor system. A simulation game—*Goin' On the Season*—in which students experience problems faced by the migrant and black-and-white photographs of migrant life are also included. Other resources include news clippings dealing with all aspects of the migrant farm labor situation; *Migrant Experience Stories*—oral histories narrated by migrant farmworkers; *The Hopeless Man*—an original, unedited collection of stories dictated by migrant farmworkers in the Geneseo Migrant Center's In-Camp Learning Program; and *Who Am I?*—a book of photographs of migrant children in a summer migrant program. Also included are speeches, journal articles, pamphlets, and other supplementary readings dealing with specific aspects of migrant life such as legislation, services available, education, and health.

The Black-American component contains a slide/tape presentation narrated by two migrants who describe their lifestyle and philosophy; *Coping With Humor*, a game which shows players how farmers use humor to cope with daily life; *Belinda*, a book which describes daily life and family living from a migrant child's point of view; and *Psychology of a Migrant Camp*, a graphic description of the physical and psychological makeup of a particular migrant crew. Also included in the Black-American component are *Stories by Members of Migrant Crews*, which contains handwritten personal vignettes and black-and-white photographs depicting many aspects of the Black-American worker's existence and showing migrant children at play in their camp environment.

The slide/tape presentation in the Algonquin Indian component is narrated by a migrant who describes the daily life activities of the Algonquins in Quebec and New York state. Background information on the history, geography, lifestyle, personalities, and migratory habits of the Algonquins is provided in the article *Twenty-Nine Years Experience with Algonquin Indians from Rapid Lake, Canada*. A sociologist analyzes the causes of drinking among the Algonquins in *Patterns of Drinking Among the Algonquin Indians*, and the story of a resettled Algonquin Indian migrant who had been an alcoholic is presented in *Sckwaong Di Nob*. Other resources dealing with the Algonquin Indian culture include artifacts; a folk tale, *How Man Got His Dog; Language Master Cards* containing the days of the week and months of the year in the Algonquin Indian and French languages; a booklet—*Our Life at Rapid Lake*—written and illustrated by children; a collection of legends and stories told by the Algonquin Indians, entitled *Our People Talk;* two photo essays—*The Moose is Dead* and *It's Catching;* and black-and-white photographs.

The Mexican-American component also includes a slide/tape presentation describing the migrant lifestyle and black-and-white photographs depicting migrant life. A *Time* magazine article "The Grapes of Wrath, 1969" tells the story of Cesar Chavez and the farmworker union movement in California. The booklet *Viva—A Look At Hispanic-Americans* chronicles Mexican-American contributions to U.S. life and history. *Nancy Zahler's Travelogue* provides personal glimpses into the lives of the migrant workers. Other resources in the Mexican-American component include: *Poems by Carolina Mata;* "El Calendario Chicano," a booklet of stories; *Juan Can Read—and How*, dealing with former migrants who have succeeded; a booklet on the history and use of herbs by Mexican Americans, accompanied by a 16-card collection showing real samples of the herbs and their common uses; an autobiography of a 22-year-old Mexican-American migrant entitled *La Vida de Teresa Castillo; Excerpts from the Diary of Carolina Mata;* and the *History of La Raza Coloring Book*.

Teaching strategies for each of the components are clearly described in the teacher's guide. No inservice teacher training is required to use the kit. However, the project staff prefers to conduct an inservice training workshop for any educator who plans to use the kit, because evaluations have shown that teachers who have participated in the training workshops have been more successful in achieving the kit's objectives.

The concepts of culture, poverty, ruralness, migration, powerlessness, and discrimination are taught through many and varied activities which help students "to step into the shoes of the migrants." Students view slide presentations, read and discuss books, write migrant experience stories, play games, analyze photographs, interview migrants, make artifacts, and write scenarios for photographs. The activities described in the teacher's guide can be set up in learning centers or used as whole group activities. The guide also includes directions for using the kit with adults.

Evaluative Comments and Suggestions:

Educational Soundness. This kit is an excellent instructional tool, describing the lifestyle of Black, Mexican, and Native American migrant workers in the United States. Ample directions on how to use the kit are provided, and it has been carefully researched and organized. A chart indicating the grade/age placement for the various lessons and components would be useful. Knowing the results of the field test would also be useful.

Ethnic Authenticity. The kit presents a picture of migrant workers in America which is authentic overall. However, one evaluator indicated that a few of the components seem irrelevant to the issues of migrancy.

Technical Quality. The kit, as a whole, has been accepted. However, individual components cannot be reproduced and disseminated. Technical problems include poor quality soundtrack on audio tapes, lack of containers for items such as multiple photographs, poor type, lack of copyright releases, and dated material. Before these materials could be disseminated, many of the individual components would need major revisions.

75. ETHNIC EDUCATION FOR FUTURE AND PRESENT PUBLIC ADMINISTRATORS

State University of New York at Binghamton
Political Science Department
Binghamton, New York 13901

Project Director:	Mary T. Hanna
Ethnic Group:	Multiethnic
Subject Area:	Public Administration
Audience/Grade Level:	Teacher Resources (13-16)
Format:	Print
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

Ethnic Education for Future and Present Public Administrators: Director's Report, by Mary T. Hanna (1977). Available from ERIC: ED 184 389, 103 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Materials Description:

The purpose of this project was to teach college students studying public administration about the cultures, values, and politics of major ethnic groups. The project was designed to provide a "response to criticism by racial, religious, and national origin groups that bureaucracies are insensitive to their values and needs by educating future and actual public administrators and planners to understand their pluralistic fellow citizens and clientele."

The project undertook several activities. Graduate students at the State University of New York at Binghamton participated in two courses specifically involved with ethnic cultures: American Urban Ethnic Politics and Social Values and Public Policy. The syllabi to these two courses are included in the appendices of the director's report.

Another project activity involved integrating ethnic projects and learning into regular public administration courses. For example, one student analyzed the impact of ethnicity on policy attitudes using the NORC General Social Survey tapes. The paper reporting the results—"Ethnicity, Class, and Attitudes: The Social Correlates of Policy Preference"—is contained in appendix 3 of the director's report. Another research paper developed under the project analyzes the political organization and activities of Jews, White Catholics of European descent, Blacks, and Mexican-Americans. The paper, entitled "Ethnically Based Political Groups: A Comparative Study of Four Ethnic Groups," is included in appendix 7.

Other project activities included placing students in internships with an ethnic component and conducting a lecture and discussion series for faculty, graduate students, and community ethnic leaders and people. This series featured both national and local ethnic leaders and scholars. In response to student interest in the project, a continuing ethnic studies component for public administration students has been planned.

Evaluative Comments and Suggestions:

Educational Soundness. The materials should be reorganized, separating the course syllabi and the research papers. The syllabi could thus be used by instructors of public administration and the research papers by students and teachers alike.

Ethnic Authenticity. This report, particularly the research papers, portrays the latest trends in our multicultural society. The information is ac-

curate and unbiased, and the entire report is both interesting and informative.

Technical Quality. With consistent pagination, retyping, and a good binding, this report would be of good technical quality. Some editing is recommended.

76. TEACHER TRAINING MODULE FOR IMPLEMENTING MULTI-ETHNIC SOCIAL STUDIES IN ELEMENTARY SCHOOLS

Teachers College, Columbia University
Institute for Urban and Minority Education
525 West 120th Street, P.O. Box 75
New York, New York 10027

Project Director: Charles C. Harrington
Ethnic Group: Multiethnic
Subject Area: Bilingual Education (Spanish), Social Studies
Audience/Grade Level: Teacher Education (1-6)
Format: Print
Year Funded: 1976
Amount of Funding: $40,000.00
Materials/Availability:
Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools, by Charles C. Harrington et al. (undated). Available from ERIC: ED 152 923, 434 pp, microfiche: $0.91/paper copy: $30.05, plus postage.

Materials Description:

This project produced a manual that teacher trainers can use in preparing workshops for elementary teachers interested in implementing a multicultural social studies curriculum in English and/or Spanish. The content of the manual was field tested with 20 elementary school teachers in New York City. Final revisions were made based on the teachers' input.

The manual, entitled *Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools*, contains 15 modules which can form the basis for a series of 15 workshops. The first five modules were designed to develop the concept of culture and should be taught in sequence. The remaining ten modules, with a few exceptions, can be sequenced according to the interests or needs of the teacher. In addition to the concept of culture, the following topics are treated in the modules: involving parents as resources, the bilingual teacher as a culture, learning styles, integrating language arts and social studies, the cross-cultural comparative approach, inquiry discovery and problem-solving methods in social studies, the classroom as a learning environment, participation in culture through expressive arts, and objectives-based learning and assessment system.

Each module contains objectives, key terms and concepts to be taught, background reading for teacher discussion, additional recommended readings, and a lesson plan containing resources and activities which teachers can use in the classroom. While the various teaching approaches presented are applicable to teaching students with any cultural background, the examples are taken from Hispanic cultures of the Caribbean, Latin America, and the United States.

Evaluative Comments and Suggestions:

Educational Soundness. The modules are useful for trainers of teachers. They can be replicated easily and are effectively presented.

Ethnic Authenticity. Most of the content is methodological; however, it is authentic.

Technical Quality. The materials are acceptable. Rebinding—in individual modules or smaller, logical groupings of modules—would enhance usability.

North Carolina

77. APPALACHIAN CULTURE ETHNIC HERITAGE

Appalachian State University
College of Learning and Human Development
Boone, North Carolina 28608

Project Director: David N. Mielke
Ethnic Group: Appalachian Americans (North Carolina, Tennessee, Virginia)
Subject Area: All Areas
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1975
Amount of Funding: $43,000.00
Materials/Availability:
Teaching Mountain Children: Towards a Foundation of Understanding, edited by David N. Mielke (1978). Available from:
(1) Appalachian Consortium Press (407 Howard Street, Boone, North Carolina 28607): paperbound, 232 pp, $5.95.
(2) ERIC: ED 170 090, 249 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

Teaching Mountain Children contains a collection of articles about the history of Appalachia and its culture, customs, and educational traditions. Written by persons from a variety of backgrounds, the readings are intended to help teachers and other educators develop an understanding of the special needs of the Appalachian student. Although some of the articles deal specifically with a 26-county area of Virginia, Tennessee, and North Carolina, many parts of the book are relevant to the Appalachian region at large.

The book consists of five parts. Part I, "The Region and Its People," begins with an easy-to-

administer Appalachian Ethnic Awareness Test. In the article "Who Are the Southern Mountaineers," the roots of the Appalachian mountaineer are traced and the mountaineer's historical role in a regional context is described. Also included in part I are impressions and observations of the Appalachian people and institutions based on the extensive travels of a Washington-based writer and a demographic description of the 26-county area of Virginia, Tennessee, and North Carolina.

Part II deals with "Language, Values, Family Life, Religion, and Music." The British origins of many words and phrases used today by mountain people are examined; the philosophical values of Appalachian people are compared and contrasted with those exhibited by middle class America; sex and marriage are discussed; and the characteristics of the Appalachian family that distinguish it from national patterns are analyzed. One author discusses the church and defends mountain religion. The historical background and contemporary beliefs of the Baptists of the Cumberland Mountains are presented by another author. The last two articles in part II deal with country music, discussing its source and the necessity of its preservation.

Part III, "Women, Blacks and Urban Migration," discusses the problems that confront Appalachian women when they move to the city, describes the life of Blacks who live in Appalachia, and examines problems of discrimination faced by mountain people who migrate to the city.

The first article in part IV, "The Big Rip-off," discusses economic imperialism and how it is threatening a way of life in Appalachia. Also discussed in part IV are injustices done to the Appalachians through stereotyping fostered and perpetuated by the mass media.

The last part of the book deals with "Schooling in Appalachia" and examines the quality of education and the problems faced by the school systems. Young persons are interviewed concerning their attitudes toward schooling. One author looks at the school textbook censorship problem in Kanawha County, West Virginia, and discusses the implications for school districts nationwide. Eliot Wiggenton describes the student publication *Foxfire*, which he began in Rabun Gap, Georgia, and talks about the value of this kind of community study learning experience. The book concludes with a bibliography of books, periodicals, and films which could form the core of an Appalachian studies collection in a school library.

Evaluative Comments and Suggestions:

Educational Soundness. The collection of essays is appropriate without modifications for teacher trainees and other educators who work with or are interested in the Appalachian people. One evaluator commented that the book is "a must for teachers who will teach in Appalachia." Another evaluator noted that the part about women should be read by all Americans. The book is an excellent introduction to Appalachian culture.

Ethnic Authenticity. The collection is ethnically authentic with minor modifications. Some terms indicating sex bias need to be modified. One evaluator said, "The book subtly captivates the reader. It's just a collection of essays by experts on many (but well-balanced) facets of life among the Appalachians. Yet, the quite uninformed reader is simply drawn into each one of the items." Both evaluators noted that they were anxious to order a copy of the book for their libraries.

Technical Quality. The collection is a nicely done and professional book without modifications. However, the copy on the covers of parts II and IV is crowded.

78. AN APPALACHIAN ETHNIC HERITAGE STUDIES PROGRAM

Madison County Board of Education
Marshall, North Carolina 28753

Project Director:	John Hough
Ethnic Group:	Appalachian Americans
Subject Area:	Language Arts, Reading
Audience/Grade Level:	Student Materials (K-2) Teacher Resources (K-2)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$39,000.00

Materials/Availability:

Mountain Echoes (1976). This packet of material contains the following:

1. *Hello! My Name Is.* Paperbound, 17 pp.
2. *Grandparents.* Paperbound, 17 pp.
3. *What Do We Need from the Grocery Store?* Paperbound, 15 pp. A cassette tape of recipes accompanies the book.
4. *Dear Teacher, Diversity is Beautiful,* by Jill C. Mannisto and Linda A. Patriarca (1975). Spiralbound, 86 pp.
5. *Supplement to Dear Teacher, Diversity is Beautiful: Appalachian Cultural Materials Curriculum Guide,* by Pat Stapleton. Stapled, 23 pp.
6. *Mountain Echoes Readiness Pretest (For Teachers).* Stapled, 7 pp.

Available from Mars Hill College (ATTN: Jill Mannisto, Mars Hill, North Carolina 28754): packet containing all of the above items, $10.00.

Materials Description:

The packet of student and teacher resource materials, *Mountain Echoes,* is for use in grades K-2. It contains three pieces of student material generated by teachers during inservice workshops. In the first book, *Hello! My Name Is,* children talk about Madison County, the mountains and what it is like growing up in them, what they do, and what they think about. In the second

book, the Appalachian children talk about their *Grandparents*. The remarkable self-sufficiency of the mountain people becomes evident in the book *What Do We Need from the Grocery Store?*, as children tell how their families plant gardens, keep cows and chickens, and use natural resources to provide them with most of the food they need. A cassette tape of recipes accompanies this book. One side of the tape is blank so that students can add their own recipes.

The packet also contains three pieces of material for teachers. The teacher's guide, *Dear Teacher, Diversity is Beautiful*, contains background information about the purpose of the packet, Appalachia, the language experience process, and the other pieces in the packet. The *Supplement to Dear Teacher* lists objectives and teaching strategies. It also includes suggestions for integrating Appalachian cultural activities into the classroom and an annotated bibliography of print materials. The *Mountain Echoes Readiness Pretest* is an instrument designed to measure teacher attitudes in order to help teachers decide whether they want to use the packet of materials. The materials were field tested in North Carolina and revised.

Evaluative Comments and Suggestions:

Educational Soundness. The materials in the *Mountain Echoes* packet are all delightful, and the teaching strategies are unique. Although the materials focus on Appalachia, they are appropriate with minor modifications as a resource for teachers and teacher trainees who want an introduction to the language experience approach to reading. The materials need to be reorganized to facilitate locating the rationale, objectives, teaching strategies, etc. The evaluators offered different reorganization suggestions. One evaluator said the supplement and teacher's guide should be combined. The second evaluator commented that a table of contents and an introduction describing the materials need to be added to the packet. Since the student materials contain words that are unique to Appalachia, a glossary would be helpful.

Ethnic Authenticity. The materials are ethnically authentic without modifications, but the evaluators had different opinions about them. One evaluator believed that they are "outstandingly useful, cross cultural, and pluralistic." The second evaluator liked the materials, finding in them an innovative way to teach reading. However, this evaluator added that the materials actually contain very little information about ethnicity, and what information on ethnicity is presented consists of popular notions and cliches.

Technical Quality. The materials are acceptable with minor modifications. The student materials are difficult to use because the packaging does not indicate that they should be used together. They are also not labeled clearly. The booklets will not reproduce well because they are not printed in black ink. The titles of the teacher's guide and the supplement do not indicate that the materials are for teachers. Since these two materials are printed in very different formats, it takes time and effort to recognize that they can be used together. The handwritten sections in the guide are also difficult to read. The pages in the pretest are not numbered.

79. ETHNIC STUDIES GUIDE AND RESOURCE MANUAL FOR THE CAROLINAS

University of North Carolina at Charlotte
Department of Sociology and Anthropology
UNCC Station
Charlotte, North Carolina 28223

Project Director: Rachel Bonney
Ethnic Group: Multiethnic;
American Indians,
Black Americans,
British Americans,
Chinese Americans,
German Americans,
Greek Americans,
Italian Americans,
Japanese Americans,
Jewish Americans,
Mexican Americans,
Puerto Rican
Americans
(North Carolina)
Subject Area: All Areas
Audience/Grade Level: Teacher Resources (3-5)
Format: Print
Year Funded: 1977
Amount of Funding: $39,295.00
Materials/Availability:
An Ethnic Studies Guide and Resource Manual for the Carolinas (1978). Available from:
(1) project: paperbound, 379 pp, free while supply lasts.
(2) ERIC: ED 183 494, 382 pp, microfiche: $0.91/paper copy: $26.75, plus postage.

Materials Description:

The resource manual focuses on ethnic groups in North Carolina but could be useful to others as a model for developing curricula on local ethnic groups. The manual begins with a rationale for ethnic studies, a review of various theories of ethnicity, and definitions of social science terms which are important in the study of ethnicity. Some general learning activities and a listing of materials, films, groups, organizations, and other resources follow.

The next section of the book is a complete unit on Southeastern Indians, including detailed history and background information for the teacher, as well as learning activities, a bibliography, and list of resources. During the project year, a number of resource materials and artifacts were gathered and tested in schools as part of the unit.

The balance of the manual contains brief back-

grounds, learning activities, and resource listings on a number of ethnic groups in North Carolina (see listing).

Evaluative Comments and Suggestions:

Educational Soundness. The guide is too difficult for use as a teacher resource in grades 3-6, but it would be appropriate for grades 5-7 if it were reorganized. The teacher background information should be moved to the beginning. The information in the section "Why Study Ethnic Groups?" would be more useful as part of a student manual.

Ethnic Authenticity. The guide is ethnically authentic without modifications. One evaluator mentioned that it is well written and contains a variety of learning activities. The histories of Indian tribes are thorough and factual.

Technical Quality. The guide is acceptable without modifications. One evaluator indicated that it is very well done.

North Dakota

80. NORWEGIAN AND GERMAN-RUSSIAN HERITAGE OF NORTH DAKOTA

University of North Dakota
University Station
Grand Forks, North Dakota 58202

Project Director:	Frederick E. Peterson
Ethnic Group:	German Americans, Norwegian Americans (North Dakota)
Subject Area:	Art, Geography, History, Home Economics, Humanities, Language Arts, Social Studies, Sociology, Speech
Audience/Grade Level:	Teacher Resources (7-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$45,281.00

Materials/Availability:

People of the Prairies: A Norwegian and German-Russian Curriculum Guide, by Jon Charles Tabbert and Frederick E. Peterson (1978). Available from:

(1) Center for Teaching and Learning (ATTN: Dr. Frederick E. Peterson, University of North Dakota, P.O. Box 8158, University Station, Grand Forks, North Dakota 58202): 3-hole-punched, 143 pp, available for cost of duplication.

(2) ERIC: ED 180 877, 193 pp, microfiche: $0.91/paper copy: $13.55, plus postage.

Materials Description:

This curriculum guide dealing with the German Americans and Scandinavian Americans in North Dakota is designed for use by teachers in grades 7-12. An introduction to the historical background of the Norwegian and German-Russian migration is followed by units of study for use in language arts, art, geography, history, sociology, social studies, speech, humanities, and home economics courses. These units were developed and field tested by teachers in the classroom.

Each unit has an introduction, a description of the project or activity which can last anywhere from one classroom period to a week, sample lesson plans, strengths and weaknesses of the project, additional activities for teachers to use with students, and a bibliography of student resources. While materials for some of the activities are contained in the guide, teachers must have access to print resources cited to successfully implement other projects. Students are involved in many activities, including learning about Norwegian mythology; interviewing Norwegian artists; making Norwegian art forms such as rosemaling and Klokkesbieng; listing German-Russian settlements on an outline map of the state; constructing a scale model German-Russian pioneer home; making brennmist (a German-Russian fuel); and preparing ethnic meals.

The final part of the guide contains very concise descriptions and highlights of additional units of study developed by project teachers. The guide concludes with a bibliography of print and human resources and a pedigree chart.

Evaluative Comments and Suggestions:

Educational Soundness. The well-done guide is appropriate without modifications as a resource for teachers. The evaluators noted that the lesson plans are well organized.

Ethnic Authenticity. The guide is ethnically authentic with minor modifications for teachers in North Dakota; a few of the sections—such as the one on Norwegians—can be used by teachers in other states. The spelling of terms used to describe the Germans from Russia needs to be corrected. Also, some misleading and incorrect statements about the group need to be modified. For example, according to one evaluator, the statistics on page 13 are inaccurate, and the references to radicalism on page 16 are "off base."

Technical Quality. The guide is acceptable with minor modifications. The binding is not very durable and the guide is not labeled clearly. The pages are numbered inaccurately and inconsistently. Some of the graphics are not clean, cannot be understood, and will not reproduce clearly.

Ohio

81. THE ETHNIC HERITAGE STUDIES DEVELOPMENT PROJECT

Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

Project Director: Karl Bonutti and Gene Veronesi

Ethnic Group: Multiethnic; Arab Americans, Black Americans, Croatian Americans, Czech Americans, German Americans, Greek Americans, Hungarian Americans, Irish Americans, Italian Americans, Jewish Americans, Lithuanian Americans, Polish Americans, Romanian Americans, Serbian Americans, Slovak Americans, Slovenian Americans, Ukrainian Americans (Ohio, Cleveland)

Subject Area: Art, Humanities, Language Arts, Local History, Music, Social Studies

Audience/Grade Level: Student Materials (K-12) Teacher Resources (K-12)

Format: Print and Nonprint

Year Funded: 1974

Amount of Funding: $170,000.00

Materials/Availability:

Ethnic Heritage Studies (1975). This kit contains the following materials:

1. Two filmstrip/cassette programs, titles as follows:
   a. *What Is An Ethnic Group?*
   b. *Ethnic Neighborhoods in Transition.*
2. Thirteen paperbound instructional units. Individual titles as follows:
   a. *Ethnic Americans and the Great War,* by Gene P. Veronesi, 22 pp.
   b. *Why They Came,* by Walt Conte, 42 pp.
   c. *What They Encountered,* by Walt Conte, 53 pp.
   d. *Folk Music: The American Mosaic,* by Elizabeth Szabo, 75 pp.
   e. *Ethnic Foods,* by Ellen Gambrill, 47 pp.
   f. *America Celebrates Spring,* by Walt Conte, 41 pp.
   g. *America Celebrates Fall,* by Walt Conte, 39 pp.
   h. *America Celebrates Winter,* by Walt Conte, 75 pp.
   i. *Folklore: Heroes of Epic Literature: Secondary,* by Ellen Gambrill, 67 pp.
   j. *A Unit of Ethnic Literature: Middle School,* by Ellen Gambrill, 67 pp.
   k. *Folklore: Heroes of Epic Literature: Elementary,* by Ellen Gambrill, 59 pp.
   l. *Ethnic Neighborhoods in Transition and What is an Ethnic Group?,* by Gene P. Veronesi, 79 pp.
   m. *Activities for Ethnic Understanding,* by Walt Conte, 82 pp.
3. Photo Documents: *Ethnic Americans and the Great War: 1914-1919.* 28 photos.

Kit not available for purchase.

ESEA Title IX Ethnic Heritage Studies Development Program, Fund Number 46, Final Evaluation, by Ronald Gerboc (1975). Available from ERIC: ED 121 638, 121 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Monograph Series (1976-1978). Titles as follows:

1. *Ethnic Groups in Ohio with Special Emphasis on Cleveland,* by Lubomyr R. Wynar (1975). Paperbound, 254 pp, $8.00.
2. *Ethnicity: A Conceptual Approach,* edited by Daniel E. Weinberg (1976). Paperbound, 206 pp, $7.00.
3. *Early Settlers of Cleveland,* by William Donohue Ellis (1976). Paperbound, 156 pp, $6.00.
4. *Arab Americans and Their Communities of Cleveland,* by Mary Macron. Paperbound, 266 pp, $8.00.
5. *Irish Americans and Their Communities of Cleveland,* by Nelson J. Callahan and William F. Hickey (1978). Paperbound, 254 pp, $8.00.
6. *Italian Americans and Their Communities of Cleveland,* by Gene P. Veronesi (1977). Paperbound, 358 pp, $10.00.
7. *Lithuanian Americans and Their Communities of Cleveland,* by John F. Cadzow (1976). Paperbound, 187 pp, $8.00.
8. *Polish Americans and Their Communities of Cleveland,* by J.J. Grabowski et al. (1976). Paperbound, 256 pp, $8.00.
9. *Romanian Americans and Their Communities of Cleveland,* by Theodore Andrica (1976). Paperbound, 216 pp, $8.00.
10. *Serbian Americans and Their Communities of Cleveland,* Volume I, by Dragoslav Georgevich, Nikolaj Maric, and Nicholas Moravcevich (1977). Paperbound, 202 pp, $8.00.
11. *Slovak Americans and Their Communities of Cleveland,* by Susi Megles, Mark Stolarik, and Martina Tybor (1978). Paperbound, 217 pp, $9.00.

Monographs available from Dr. Karl Bonutti, Ethnic Heritage Studies (UT 1756, Cleveland State University, Cleveland, Ohio 44115).

Materials Description:

The Ethnic Heritage Studies Development Program was a joint effort of the Cleveland Public Schools and the Greater Cleveland Intercollegiate Academic Council on Ethnic Studies. The project developed curriculum materials for integration into existing social science, language arts, art, and music courses at the elementary and secondary levels with focus on ethnic groups both in Greater Cleveland and the United States.

The curriculum materials are contained in a kit

—Ethnic Heritage Studies—which contains 13 brief (not to exceed 4 weeks) units. The five units for elementary school focus on the ethnic origins of American celebrations, the relationship between ethnic folk music and immigration, and ethnic folklore. The kit contains junior high units on comparative experiences of various immigrant groups and ethnic literature and senior high units on ethnic folk heroes and the forces which prompted immigrants to come to America. Units adaptable to grades 7-12 explain the great variety in ethnic cuisine, the role of propaganda and stereotyping in ethnicity, and the immigrant experience. The final two units employ filmstrip/cassette programs, one discussing ethnic mobility and the other defining the term "ethnic group." The kit also contains photo documents.

The research component of the project funded the development of monographs focusing on the various ethnic groups of Cleveland. Research and writing of the monographs was funded by Title IX. The monographs were written by members of the ethnic community represented. They were produced with a grant from the Gund Foundation. Each monograph includes a brief background of the group in their native land, followed by discussion of their settlement and life in Cleveland. All aspects of community life are included—religion, social life, political involvement, work and economic status, contributions to the arts, and so forth.

Evaluative Comments and Suggestions:

Educational Soundness. The materials in the *Ethnic Heritage Studies Kit* are very well done. They are well organized and contain significant content. Although intended for use in Cleveland, the kit, with minor adaptations, can be used in any classroom.

Although parts of all the monographs are site-specific, the vast amount of information is usable or could be adapted for general use in grades 7-12 or by teachers for background information.

Ethnic Authenticity. The kit is ethnically authentic. No modifications are needed.

Ethnic Groups in Ohio with Special Emphasis on Cleveland is well annotated. The bibliography, however, needs to be updated. The appendices on the various archival holdings are of particular value.

Ethnicity: A Conceptual Approach is a well-written and -edited compilation of scholarly research in the field of ethnicity. The bibliographies for the individual articles are well done, and the book is well documented. However, it does need updating. More minority writers could have been used. The title *Ethnicity: A Conceptual Approach* indicates a unifying theme, and there is—ethnicity—but the approaches taken by the various authors differ markedly in presentation and even in conclusion. A guide showing how to use the publication with students is needed.

The Early Settlers of Cleveland is an excellent historical overview of the early settlers for high school students. The introduction could give a more definitive explanation as to why the author starts when he does, and a chapter on early Indian settlement or pre-Colombian development could be added.

On the whole *Arab Americans and Their Communities of Cleveland* is well written and very informative. The background sections on the pre-Columbian contact are vague and may be misleading. What is needed are activities so that teachers can use this excellent information in their classes.

Even though the *Irish Americans and Their Communities of Cleveland* is site-specific, the information provided makes it extremely worthwhile. There are some weaknesses, however. Sometimes the chronology is unclear, which could be confusing to both teachers and students. When the authors discuss founders of Irish-American institutions in Cleveland, only men are discussed. No women, not even those who founded the hospitals and Catholic schools of Cleveland, are mentioned. Recent research on the Celts, which would broaden the perspective of their culture, should be included. The Irish should be defined as one Celtic group, and some effort should be made to relate them to the Welsh, Scots, Bretons, and Manx. More information should be included on 1690, rise of Orange Order, and the Penal laws of the 18th century that led to Ireland today. Bibliographic citations on Irish history, the Celts, and Irish-American history should be added.

Italian Americans and Their Communities of Cleveland is suitable for the general reader with little or no knowledge of Italian or Italian-American history. The historical background, while sketchy, is accurate and informative. The author displays a welcome sensitivity to Italian names, book titles, etc.—what is all too often missing from works of this nature.

Throughout *Lithuanian Americans and Their Communities of Cleveland* is a tendency to claim as Lithuanians prominent figures generally considered Polish, including even the Revolutionary War heroes Kosciuszko and Pulaski. Since Poland and Lithuania were united in one federated state for several centuries, such confusion may be viewed as understandable. The personalities involved were, for the most part, born in Lithuania, but of Polish descent and culture. Few if any of them spoke Lithuanian. This slight bias does not detract from the value of an otherwise well-researched and comprehensive study. However, the book is poorly written and contains a bit too much filiopietism.

Polish Americans and Their Communities of Cleveland represents a superb accomplishment. One evaluator noted, however, that the book makes no reference to Victor Greene's *For God and Country: The Rise of Polish and Lithuanian Ethnic Consciousness in America* (Madison,

Wisconsin: State Historical Society of Wisconsin, 1975). Also, when the authors talk about Polish Americans on the national scene, they totally ignore Chicago. These are somewhat surprising omissions in an otherwise good book.

Romanian Americans and Their Communities of Cleveland is a good collection of legends and reminiscences. However, the author is not an historian and knows very little about Romanian history. Therefore the book in some respects is of little merit.

Serbian Americans and Their Communities of Cleveland is a superb book. No modifications are needed. The *Slovak Americans and Their Communities of Cleveland* is very well done. However, more information on the ordinary citizen could have been included.

Technical Quality. Overall, the *Ethnic Heritage Studies Kit* is quite good. However, there are some shortcomings. The kit should contain a list of parts and a description of the components. There should be a guide to all items in the series explaining their objectives and use. The use of one narrator for each filmstrip makes the presentations monotonous. The slides repeat too frequently. Also, slides on one filmstrip are almost identical to the slides on the other, meaning that viewers of one tape will be bored with the second tape. The 13 instructional units lack uniformity in content, layout, and style. It appears that there was no coordinator for the printing of the entire series. The table of contents to the printed unit *Ethnic Neighborhoods in Transition and What Is An Ethnic Group?* is not complete. There is nothing in the set explaining that the photos are an integral part of the units. The photos are not numbered and, to be really effective, they should be larger.

Even though the technical quality of the monographs varies from document to document, they all are in the acceptable range and need no major modifications. The following shortcomings are noted. In many of the monographs copyright acknowledgements for the illustrations are lacking. In the publication on Irish Americans the table of illustrations is presented twice. In the monograph on the Romanian Americans the articles reproduced from magazines will not reproduce well and should be retyped. Some typographical errors are found throughout.

82. PRESERVING THE CULTURAL HERITAGE: ETHNIC MUSEUMS, ART GALLERIES, AND LIBRARIES IN THE UNITED STATES

Kent State University
Research Office
Kent, Ohio 44242

Project Director: Lubomyr R. Wynar
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Librarians, Museum Curators and Researchers
Format: Print
Year Funded: 1977
Amount of Funding: $37,761.00
Materials/Availability:
Guide to Ethnic Museums, Libraries, and Archives in the United States, by Lubomyr R. Wynar and Lois Buttlar (1978). Available from Kent State University (School of Library Science, Center for Ethnic Studies Publications, Kent, Ohio 44242): paperbound, 378 pp, $9.50.

Materials Description:

This project developed a reference directory to major ethnic museums, libraries, and archives in the United States. The guide was prepared "with the hope that it will contribute to better understanding and comprehension of the cultural heritage of the ethnic groups in this country." The comprehensive listing will be useful to the historian, the sociologist, the political scientist, or any other person involved in researching American ethnicity. It will also serve as a valuable reference tool for the reference librarian, archivist, museum curator, and information specialist.

A questionnaire was sent to 2,475 ethnic cultural institutions. A response of 1,407 questionnaires was received and analyzed. Of these, 828 institutions were selected for inclusion in the guide.

For the purpose of the study, "ethnic museum," "ethnic library," and "ethnic archives" were defined as cultural institutions established and supported by an ethnic community or ethnic organization. In addition to these ethnic-group-sponsored institutions, the guide also lists some university and public libraries with major ethnic collections and some associations that have collected ethnic resources pertaining to smaller ethnic groups. Not included in the guide are privately owned ethnic collections; ethnic newspaper and periodical libraries and archives; archival and library collections of local and some regional ethnic organizations which have limited resources; small collections of local ethnic churches, synagogues, and other religious bodies; historic buildings or sites (with the exception of several American Indian sites); Appalachian-American resources; ethnic business archives and libraries (banks, credit unions, and others); folklife museums; and groups that did not return the questionnaire and for which additional information could not be found in secondary sources.

In the guide, institutions are arranged in alphabetical order under 62 individual ethnic groups. There is also a section on multiethnic resources. Entries include the following information: name of cultural institution; type of institution (museum, library, archives, art gallery); address; telephone; sponsoring organization; personnel; date founded; scope; number of staff; availability (open to public, not open to public, open by special permission); admission (free, by fee, donation); publications; description of the col-

lection; comments (purpose and objectives of the collection). There are two indexes. The first is arranged alphabetically by institution, the second index by geographical location.

Evaluative Comments and Suggestions:

Educational Soundness. This document is an acceptable research document for use by students and educators. It is a valuable resource for the profession.

Ethnic Authenticity. The guide is "a very important resource for serious students of our multicultural society." It is the only publication of its kind and lends a new dimension to the study of ethnicity.

Technical Quality. This book has been commercially published and is of excellent quality.

83. SPRINGFIELD PROGRAM IN CULTURAL ENRICHMENT

Metro Ministry
22 East Grand Avenue
Springfield, Ohio 45506

Project Director: Ida Williams
Ethnic Group: Multiethnic; American Indians, Asian Americans, Black Americans, Jewish Americans, Mexican Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:
A Multi-Cultural Curriculum Manual, by Ida L. Williams, et al. (1976). Available from project: spiralbound, 106 pp, $5.00.

Materials Description:

The major objectives of this project were to enhance school and community awareness of ethnicity and to promote the concept of ethnicity in the school curriculum. Prior to the funding of this project, a Metro Ministry task force analyzed all of the social studies textbooks used in the Springfield, Ohio public school system. The study revealed that Springfield's textbooks were filled with distortions and myths and were lacking in factual data concerning Black, Asian, Mexican, and Jewish Americans and American Indians. To help K-12 teachers deal with this situation until new textbooks are adopted, the project developed *A Multi-Cultural Curriculum Manual*. The first part of the manual acquaints teachers with stereotypes, myths, and omissions found in textbooks. Part II of the manual provides a checklist of criteria for the review and analysis of curriculum materials for racist content. Do's and don'ts for teachers in multicultural settings are included in part III. Part IV is a source list for obtaining multicultural materials. Part V provides a chronology of factual data concerning five groups: Black Americans, Mexican Americans, Asian Americans, American Indians, and Jewish Americans. Teachers are expected to integrate the information into their lesson plans.

Evaluative Comments and Suggestions:

Educational Soundness. These materials are appropriate for use by teachers who are evaluating curriculum materials; however, the evaluators recommended that if the materials are to be disseminated, part V should be eliminated. They believed that more complete and accurate chronologies than the one contained in this manual are available.

Ethnic Authenticity. The tone of the materials is didactic and should be changed. In addition, the document is mistitled, since it focuses on ethnic minorities rather than all ethnic groups. It is particularly misleading in its treatment of European ethnic groups, characterizing all these groups as "White Americans."

Technical Quality. The manual is of acceptable technical quality.

Oklahoma

84. AMERICAN INDIAN HERITAGE STUDIES PROGRAM

University of Oklahoma
Southwest Center for Human Relations Studies
555 Constitution Avenue
Norman, Oklahoma 73069

Project Director: Ira M. Eyster
Ethnic Group: American Indians (Apache, Arapaho, Cheyenne-Oklahoma)
Subject Area: Language Arts, Mathematics, Reading, Science, Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1976
Amount of Funding: $40,000.00
Materials/Availability:
Culture Through Concepts, by Ira M. Eyster et al. (undated). Available from:

(1) project: 3-hole-punched paper, 234 pp; the project has produced 1500 copies, most of which will be distributed to schools in Oklahoma. A limited number will be available to those from out of state at a cost of $1.50 each for handling.
(2) ERIC: ED 176 928, 237 pp, microfiche: $0.91/paper copy: $16.85, plus postage.

Materials Description:

This project developed *Culture Through Concepts*, a teacher's guide containing cultural information and teaching suggestions for use in

grades K-12. The materials deal with the Apache Tribe of Oklahoma, the Arapaho Indian Tribe, the Cheyenne Indian Tribe, and the Fort Sill Apache Indian Tribe. A collaborative effort of the University of Oklahoma, four Indian tribes, and six public schools, the guide is intended to help teachers teach about the Plains Indians by integrating lessons and activities into language arts, math, reading, social studies, and science courses.

The guide is comprised of five sections. The first section contains an overview of the guide and instructions for using the information provided. Section 2 provides general background information about property, sovereignty, doctrine of discovery, treaties, tribal agencies, and the Bureau of Indian Affairs, with an emphasis on the conflicts that arose as a result of differing property concepts. In the third section of the guide, four areas of conflict between the Plains Indians and the non-Indian—work, savings, time, and competition—are examined from the standpoint of their cultural beginnings and their implications for teaching. The fourth and major section of the guide is divided into four parts, each focusing on a specific Indian tribe. Each part contains background information on the tribe, biographical sketches of current and deceased Indian leaders, and lesson plans. The guide concludes in section 5 with a general bibliography.

Each lesson plan provided in the fourth section of the guide consists of a concept, a concise reading selection, classroom activities, evaluation method, and supplementary resources. Each plan is self-contained; all background information needed for the class discussion or activity is provided in the reading selection. Students are involved in many activities. They write family histories, tell stories, participate in debates and role plays, take field trips, listen to speakers, and conduct interviews. No grade levels are indicated for the lesson plans. Most of the plans can be adapted for use at the elementary or secondary level.

Evaluative Comments and Suggestions:

Educational Soundness. Although the materials are specific to Oklahoma, they would make an excellent supplement to American history as usually taught in grades 5 and 8. More-detailed teacher instructions would be useful.

Ethnic Authenticity. The materials contain a variety of excellent photographs as illustrations. They are factually presented in a style usable by teachers. One evaluator indicated that sections 1 and 2 need major revisions and minor modifications should be made throughout. Several specific errors and inconsistencies were pointed out, which should be corrected if the materials are to be widely disseminated.

Technical Quality. The quality of the contents is excellent—well printed and illustrated. A good quality binding with graphics is needed.

85. THE AMERICAN INDIAN AND NATURE SERIES

University of Oklahoma
Southwest Center for Human Relations Studies
Center for Continuing Education
555 Constitution Avenue
Norman, Oklahoma 73037

Project Director: Ira M. Eyster
Ethnic Group: American Indians (Caddo, Comanche, Creek, Kiowa, Yuchi-Oklahoma)
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $43,260.00
Materials/Availability:
The Oklahoma Indian and Nature Guide (1977). Available from:
(1) project: paperbound, 72 pp, $1.00.
(2) ERIC: ED 148 525, 78 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Materials Description:

This project developed a K-12 guide containing resource and lesson plans for teaching about American Indians. The resource guide, *The Oklahoma Indian and Nature Guide*, was written by curriculum teams from each of the three schools that participated in the project: Sapulpa Public Schools, Muskogee Public Schools, and Anadarko Public Schools. The teams consisted of teachers, Indian adults, and Indian and non-Indian students. Each team assessed the cultural needs of its school in terms of what dominant tribes to include in the guide. Each team then conducted local research, interviewed local Indian resource persons, wrote lesson plans, and field tested all materials in the classroom. In addition, the materials included in the guide were evaluated by tribal officials and members for authenticity.

The guide is comprised of three major sections, each of which treats a particular tribe of interest to the three school districts: (1) Yuchi/Creek (Sapulpa Public Schools), (2) Creek (Muskogee Public Schools), and (3) Kiowa/Caddo/Comanche (Anadarko Public Schools). For each section the following information is provided: an introduction, background readings on the history and lifestyle of the tribes, lesson plans which relate to the readings, and a bibliography of additional student print and nonprint materials. Lesson plans consist of objectives and suggested activities. Students are expected to read and discuss the readings. Other activities in which they are involved include keeping a diary, making calendars, interviewing tribal persons, writing legends, and writing reports. Although the lesson plans are tagged by grade level, most

plans can be adapted for use in any elementary or secondary grade.

Evaluative Comments and Suggestions:

Educational Soundness. The guide contains good background essays and suggested activities. The supplemental materials referred to are mostly local resources and would not be available outside of Oklahoma.

Ethnic Authenticity. The last section (Kiowa/Caddo/Comanche) is in outline form and leaves a number of unanswered questions about these tribes. The materials would be of most use to tribal groups or schools in Oklahoma. Some minor content modifications are suggested.

Technical Quality. The guide is of excellent technical quality.

Pennsylvania

86. TRACING INDIVIDUAL ETHNIC SOURCES (TIES)

Allegheny Intermediate Unit
Suite 1300, Allegheny Center
Pittsburgh, Pennsylvania 15212

Project Director:	Mary Carl
Ethnic Group:	Multiethnic (with some emphasis on Pennsylvania, Allegheny County)
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Resources (10-12)
Format:	Print
Year Funded:	1978
Amount of Funding:	$46,365.00

Materials/Availability:

Tracing Individual Ethnic Sources: Activities, Grades 10-12. Available from:

(1) project: spiralbound, $3.20 each.
(2) ERIC: ED 193 383, 107 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Materials Description:

This project developed curriculum materials to help students examine their own families and cultural heritages and then compare their histories with the experience of others. The purpose of the curriculum is "to illustrate the universality of culture, to promote the acceptance of ethnic diversity, and to restrain cultural chauvinism." All materials were field tested.

The activities are divided into three categories: (1) "My Ethnic Heritage" activities, which direct students to investigate their own families' ethnic identity, customs, and traditions; (2) "Where Do I Fit?" activities, which ask students to compare their own family experiences with classroom, local, and national patterns; and (3) "Intergroup Relations" activities, which are focused on specific instances of past and present cultural conflict. The self-contained activities constitute an integrated unit on ethnicity which can be used individually or be integrated into existing courses of study. For each activity the following information is provided: general concept, introduction, specific objectives, materials, step-by-step teaching procedures, and suggestions for follow-up activities. The activities include having students interview parents, celebrate ethnic holidays, publish an ethnic cookbook, conduct an ethnic festival, analyze census data, write and illustrate stories about a fictitious family of any ethnic group, analyze textbooks for their coverage of ethnic history, and collect and record family practices related to religion, customs, language, and beliefs.

Evaluative Comments and Suggestions:

Educational Soundness. A bibliography is needed. The creative teaching activities are mostly urban oriented and may therefore not be successful in rural environments.

Ethnic Authenticity. The materials are ethnically authentic.

Technical Quality. A page or two at the beginning of the publication describing the contents is needed.

87. DEVELOPMENT OF ETHNIC HERITAGE STUDIES KIT

Duquesne University
Tamburitzans Institute of Folk Art
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219

Project Director:	Walter Kolar
Ethnic Group:	Croatian Americans
Subject Area:	Music, Social Studies
Audience/Grade Level:	Student Materials (4-6)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$65,000.00

Materials/Availability:

Croatian Ethnic Heritage Studies Kit (1975). This kit contains the following materials:

1. Filmstrips:
   a. *My Croatian Heritage.*
   b. *Croatians: Costumes They Wear.*
   c. *Folk Instruments of Croatia.*
2. Stereo records, 2 sides each (33⅓ rpm, 12″):
   a. *Croatians: Songs They Sing.*
   b. *Croatians: Dances They Dance.*
3. Cassette tapes:
   a. *My Croatian Heritage* (one side).
4. Student booklets:
   a. *Croatians: Who They Are,* by Walter W. Kolar (1975). 24 pp.
   b. *Croatians: Songs They Sing,* by Walter W. Kolar (1975). 26 pp.
   c. *Croatians: Dances They Dance,* by James Roncevic (1975). 28 pp.
   d. *Croatians: Instruments They Play,* by Paul Stafura and David Rene Kolar (1975). 24 pp.

e. *A Christmas in Croatia*, by Walter W. Kolar (1975). 24 pp.
f. *Croatians: Costumes They Wear*, by Walter W. Kolar (1975). 24 pp.
g. *Croatians: Arts—Crafts—Customs*, by Walter W. Kolar (1975). 27 pp.

5. *Croatians Ethnic Heritage Studies Kit: Teacher's Manual*, (1975). 19 pp.

Available from:
(1) project: all materials listed above, $39.95.
(2) ERIC: ED 139 718, microfiche: $0.91 plus postage; paper copy not available from EDRS. Note: Only the student booklets and the teacher's manual are available through ERIC.

Materials Description:

This kit was designed to trace the threads of Croatian folklore to modern lifestyles through intertwining motifs in art, music, and customs. Units dealing with separate and specific areas of Croatian folk arts contain booklets and audio and visual components, accompanied by a teacher's manual. The materials are written primarily for an audience in grades 4-6, though they are also adaptable for higher grades. The material was tested in elementary classrooms and was enthusiastically received.

The teacher's manual describes the kit's components and specifies how to use the booklets, though no lesson plans are included. A pronunciation guide for the Croatian language and a list of Croatian establishments in the United States are included. A list of famous Croatian Americans and their fields or contributions is provided, as is a bibliography of sources on Croatian immigrants and culture.

All the booklets are illustrated with photographs and drawings. *Who They Are* identifies the Croatian people and discusses their immigration to America. A map of Yugoslavia and an explanation of Croatian surnames are included. *Songs They Sing* contains folk songs and traditional ballads with words and scores. The phonograph record to accompany the unit provides 15 songs sung by a soloist and/or a chorus in both English and Croatian. The choreography, musical notation, background, and formation for each of 12 Croatian dances are found in the booklet on dances. The accompanying phonograph record has 12 selections. *Instruments They Play* introduces 11 Croatian homemade musical instruments and features an explanation of the tamburitza, a lute-like stringed instrument which, with nine variations, comprises the tamburitza family. Recorded examples and two filmstrips accompany this material.

A Christmas in Croatia is a children's story which illustrates many of the traditions and customs which take place at that time of the year. *Costumes They Wear* depicts the regional variations in the national costume. A filmstrip is part of this unit. Pictorial and written descriptions of dances, songs, instruments, crafts, and ceremonial occasions are found in *Arts—Crafts—Customs. My Croatian Heritage* is a sound filmstrip featuring a young Croatian-American boy who tells something about himself and how he, as an individual with pride in his heritage, gets along in American society.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are excellent, with good graphics. Specific lesson plans in the teacher's guide would be helpful. Some of the descriptions of musical instruments may be too detailed for students in grades 4-6 to assimilate. The dances are particularly good for students, as they allow them to learn psychomotor skills.

Ethnic Authenticity. These materials are done with extreme competence. They treat the subjects of Croatian art, music, and customs in enough depth that students will get an excellent understanding of this ethnic group.

Technical Quality. Modifications to the materials would make them more useful. Additional graphics, labeling of component parts, and new packaging would add to their quality.

88. DEVELOPMENT OF BULGARIAN CURRICULUM MATERIALS THROUGH A BULGARIAN ETHNIC HERITAGE STUDIES KIT

Duquesne University
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219

Project Director:	Walter Kolar
Ethnic Group:	Bulgarian Americans
Subject Area:	Art, Music, Social Studies
Audience/Grade Level:	Student Materials (4-6)
Format:	Print and Nonprint
Year Funded:	1978
Amount of Funding:	$44,000.00

Materials/Availability:

Bulgarian Ethnic Heritage Studies Kit (1979). Available from project (ATTN: Tamburitzans, Institute of Folk Arts): $50.95. Individual components are available separately as noted below.

Teacher's Manual. Available from:
(1) project: ringbound, 23 pp, $3.00.
(2) ERIC: ED 198 033, 28 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Bulgarians: Arts and Crafts, by Walter W. Kolar. Available from:
(1) project: paperbound, 26 pp, $3.00.
(2) ERIC: ED 198 040, 27 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Bulgarians: Costumes, by Walter Kolar. Available from:
(1) project: paperbound, 26 pp, $3.00.
(2) ERIC: ED 198 038, 25 pp, microfiche: $0.91/paper copy: $2.00, plus postage.

Bulgarians: Dances, by Nicholas Jordanoff. Accompanied by a record, *Croatians, Dances They Dance*. Available from:
(1) project: paperbound, 18 pp, $3.00.
(2) ERIC: ED 198 036, 23 pp, microfiche: $0.91/paper copy: $2.00, plus postage.

Bulgarians: Folk Instruments, by Paul G. Stafura and Thomas Roncevic. Available from project: paperbound, 22 pp, $3.00.

Bulgarians: Four Folk Tales, by Lubomira Parpulova. Available from:
(1) project: paperbound, 22 pp, $3.00.
(2) ERIC: ED 198 039, 23 pp, microfiche: $0.91/paper copy: $2.00, plus postage.

Bulgarians: Heroes, by Walter W. Kolar. Available from:
(1) project: paperbound, 26 pp, $3.00.
(2) ERIC: ED 198 037, 27 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Bulgarians: Songs, by Walter W. Kolar. Accompanied by a record, *Croatians: Songs They Sing*. Available from:
(1) project: paperbound, 26 pp, $3.00.
(2) ERIC: ED 198 034, 27 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Bulgarians: Who They Are, by James F. Clarke. Available from:
(1) project: paperbound, 14 pp, $3.00.
(2) ERIC: ED 198 035, 19 pp, microfiche: $0.91/paper copy: $2.00, plus postage.

Filmstrip/cassettes: *Folk Instruments of Bulgaria* ($6.00) and *My Bulgarian Heritage* ($6.00).

Materials Description:

This project developed the *Bulgarian Ethnic Heritage Studies Kit* for use with students in grades 4-6. The kit focuses on various folk art forms. The developers believe that "one of the ways in which a group of people can be known is to understand the culture and the cultural activities around which their lives revolve."

The kit consists of a teacher's manual, eight booklets or units, and two filmstrip/cassettes. Well illustrated with photographs, each booklet in the kit deals with a specific folk art form. *Bulgarians: Arts and Crafts* provides a general survey of Bulgarian folk arts including a discussion of masks, pottery, metalware, woodcarving, embroidery, rugs, and icons. The handwoven national costumes of the Bulgarian people are the topic of the *Bulgarians: Costumes* booklet. *Bulgarians: Dances* is a collection of popular Bulgarian folk dances containing step-by-step directions and accompanied by a phonograph record. Pictures and descriptions of Bulgarian folk musical instruments are included in *Bulgarians: Folk Instruments;* recorded examples and a filmstrip accompany this booklet. Fairytales which offer some insight into the make-up of the Bulgarian people are found in *Bulgarians: Four Folk Tales*, and students learn about heroes in Bulgarian history in *Bulgarians: Heroes*. The final unit, *Bulgarians: Songs* is a collection of folk songs and traditional ballads sung by early immigrants.

In addition to the filmstrip *Folk Instruments of Bulgaria*, which accompanies the songs booklet, the project developed one other filmstrip/cassette program, *My Bulgarian Heritage*. In this filmstrip, two Bulgarian-American teenagers talk about their Bulgarian ancestry and the pride that they take in their cultural heritage.

Evaluative Comments and Suggestions:

Educational Soundness. The approach to learning about cultures through the arts is valid and educationally sound. The kit is very well done visually; the graphic and design level is high. Teaching strategies are not articulated but can be inferred. More attention to outlining activities would strengthen the unit, but the necessary information is all there.

Ethnic Authenticity. The ethnic depictions are accurate although the kit is rather limited in scope and in reference to the Bulgarian experience in the United States. More information about Bulgarians in America is needed.

Technical Quality. The contents of the kit should be packaged, with all items labeled.

89. HERITAGE OF LEARNING PROJECT

King's College
133 North River Street
Wilkes-Barre, Pennsylvania 18711

Project Director:	Clement L. Vallatta
Ethnic Group:	Multiethnic; Black Americans, German Americans, Irish Americans, Italian Americans, Lebanese Americans, Lithuanian Americans, Polish Americans, Russian Americans, Slovak Americans, Ukrainian Americans, Welsh Americans (Pennsylvania, northeastern)
Subject Area:	Literature, Social Studies/Social Sciences, State History
Audience/Grade Level:	Student Materials (7-16)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$28,000.00

Materials/Availability:

Ethnic Drama: Video-Texts and Study Guide, by Clement L. Valletta et al. (undated).

Available from:
(1) project: 84 pp, spiralbound, $7.50.
(2) ERIC: ED 182 224, 89 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

A Glass Rose. Available from project: color video cassette, 30 minutes, rental, $20.00.

First Person Dreams. Available from project: color video cassette, 30 minutes, rental, $20.00.

Materials Description:

The Heritage of Learning Project had as its major goal the development of drama materials which would reflect the affective dimensions of ethnicity. Following completion of multimedia materials, a three-week seminar was held focusing on the history, experiences, and cultural heritage of the ethnic groups of northeastern Pennsylvania.

A novel, *A Glass Rose,* by Richard Bankowsky was scripted into a one-act play. Still photographs were videotaped to accompany the dramatic reading of the play. The play concerns the decline of a Polish immigrant family who resides in an ethnic neighborhood near the industrial section of an American city. Their hopes and dreams for their life in America and the problems they encounter are depicted.

First Person Dreams is a spoken collage of several excerpts from stories, poems, plays, letters, and diaries, illustrated with still photographs on videotape. All the exerpts express particular views of self, family, and American life, each from a different ethnic viewpoint. The materials also emphaize the distinctive culture of particular regions.

The project also produced a printed document, *Ethnic Drama: Video-Texts and Study Guides,* which contains the scripts, study guides, and discussion questions for *First Person Dreams* and *A Glass Rose.* It also contains a synopsis, study questions, and a rehearsal log for the play, "Philadelphia, Here I Come!" by Brian Friel. This play is the story of Gareth O'Donnell and his last night in Ireland before he comes to America to live in Philadelphia. This play also looks at self, family, and others from a cultural (Irish) point-of-view.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are useful in providing a humanities/values view of the immigrant and immigrant child.

Ethnic Authenticity. Although the content is authentic, it lacks depth. The collages in *First Person Dreams* are somewhat superficial as illustrations of self, family, and American life.

Technical Quality. The materials are acceptable for use by a small audience. The audio quality of the videotapes is not strong or clear enough for use in a large room. The scripts and study guides for the two videos should be bound separately.

90. ONE LAND—MANY VOICES

Metropolitan Pittsburgh Public Broadcasting, Inc.
Educational Services
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213

Project Director: John J. Sommers
Ethnic Group: Multiethnic
Subject Area: Music
Audience/Grade Level: Student Materials (13-16)
Teacher Resources (13-16)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

America's Ethnic Music, by Theodore C. Grame (1976). Available from Cultural Maintenance Associates (P.O. Box 802, Tarpon Springs, Florida 33589): paperbound, 232 pp, $10.00 (less for bulk orders).

One Land, Many Voices: Ethnic Heritage Through Music (1976). Available from project: paperbound, 47 pp, $6.95.

Audiotapes of 15 one-hour radio broadcasts: *One Land—Many Voices* (1976). Individual titles as follows:

1. *Music in an Industrial City.*
2. *An Emigrant Sings.*
3. *Songs of Emigration.*
4. *Songs of Derision.*
5. *Religious Music I.*
6. *Religious Music II.*
7. *Music for Life's Rituals.*
8. *The Festival.*
9. *Secular Song.*
10. *Instrumental Music I.*
11. *Instrumental Music II.*
12. *Seventy-Five Years of Ethnic Recordings.*
13. *Ethnic Heritage Radio.*
14. *Ethnicity in Popular Music I.*
15. *Ethnicity in Popular Music II.*

These audiotapes are not available.

Materials Description:

Believing that the essence of cultural history is retained in music and that individuals can become better acquainted with their past through the medium of music, the project created 15 one-hour radio programs dealing with ethnic music. The programs comprised a college credit course that examined the significance of music as a powerful and flourishing cultural expression and explored music's relation to the life of an individual, the emigration experience, religion, rites of passage, work, and genres of song. Two documents were prepared for use by students or for course administrators.

America's Ethnic Music consists of 12 chapters which examine the role of music in the categories given above, as well as its relationship to

conflict situations and festivals. Additional chapters concern musical instruments and musicians, ethnic recordings and radio programs, and popular ethnic music. Each chapter contains an annotated list of further readings. The book concludes with a bibliography of sources on general music and a compilation of sources related to specific nationalities.

One Land, Many Voices is a support package for faculty and administrators. It is intended to assist those planning a correspondence course which will have a limited number of on-campus meetings. Included are directions for promoting the course, conducting a class, establishing an evaluation system and a communication network for student participation, teaching students to maximize their participation in the course, teaching the course on the basis of three, six, or nine classroom sessions, and, finally, studying effectively.

Evaluative Comments and Suggestions:

Educational Soundness. These materials are of acceptable quality for use by college students and adults.

Ethnic Authenticity. A variety of musical traditions are shown. The tapes illustrate music of groups, some of whom have maintained their ethnic identity, in part, through their music.

Technical Quality. These materials have been professionally produced and are of excellent technical quality.

Rhode Island

91. NARRAGANSETT TRIBAL ETHNIC HERITAGE PROJECT

Narragansett Tribal Education Project, Inc.
Indian Education Department
P.O. Box 429
Charleston, Rhode Island 02813

Project Director: Rachel Greener
Ethnic Group: American Indians (Narragansetts—New England and Rhode Island)
Subject Area: History, Social Studies
Audience/Grade Level: Teacher Resources (11-12)
Format: Print
Year Funded: 1977
Amount of Funding: $35,397.00
Materials/Availability:
Narragansett Indians, by the Narragansett Indian Tribe (1978). Available from ERIC: ED 184 980, 83 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Materials Description:

The project's activities included the development of curriculum materials for a six-week senior high school mini-course on American Indians of New England, in particular the Narragansett Tribe of Algonquin. The curriculum was published in *Narragansett Indians*, a hardback book, which provides curricula, tests, and bibliographies for teaching the history and culture of the Narragansett. Tribal representatives served as advisors to the project and made final revisions of the material.

The *Narragansett Indians* is a curriculum guide that includes outcome objectives, daily lesson plans, and references to teaching techniques and aids. Historical topics covered include: prehistory; arrival of the Mayflower; government and sachems; King Phillip's War; and states' attempt to dissolve tribes. Topics dealing with culture include: housing and the seasons; weapons and hunting; clothing; foods; weaving; pottery, songs, legends, and dance; and religious ceremonies and rituals. A pre/posttest is provided for the curriculum. The guide concludes with an annotated list for site visits and a 17-entry bibliography.

The curricula was pilot tested in two school districts.

Evaluative Comments and Suggestions:

Educational Soundness. These materials are most useful within the Rhode Island area; however, because the Narragansett were part of the Eastern Algonquins and are an important part of American history, these materials should be made available. The teacher will need to supplement the teaching strategies. The discussion questions should be more detailed.

Ethnic Authenticity. The materials are authentic; however, the tone is somewhat patronizing.

Technical Quality. *Narragansett Indians* is of acceptable technical quality, professionally printed and bound.

South Dakota

92. INDIAN ETHNIC HERITAGE CURRICULUM DEVELOPMENT PROJECT

South Dakota Department of Education and Cultural Affairs
State Capitol Building
Pierre, South Dakota 57501

Project Director: Josie White Eagle
Ethnic Group: American Indians (Lakota-Dakota-South Dakota)
Subject Area: All Areas, Bilingual Education (Sioux and Lakota-Dakota), Language Arts, Science, Social Studies
Audience/Grade Level: Student Materials (4-6) Teacher Resources (1-16)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $45,000.00

Materials/Availability:

Indian Studies Curriculum Material: Annotated Bibliography (1975). Available from:

(1) project: 3-hole-punched, 41 pp, available for cost of printing and mailing.

(2) ERIC: ED 182 096, 47 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Government of the Indian People, by Sister Charles Palm (1975). Available from:

(1) project: 3-hole-punched, 48 pp, available for cost of printing and mailing.

(2) ERIC: ED 118 470, 54 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Indian Memories, by Mona Bublitz (1975). Accompanied by cassette tape. Available from:

(1) project: 3-hole-punched, 96 pp, with cassette tape, available for cost of printing, tape duplication, and mailing.

(2) ERIC: ED 116 998, 96 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

The Indians Speak for Themselves: Literature Booklet, by Alan J. Allery (1975). Available from:

(1) project: 3-hole-punched, 92 pp, available for cost of printing and mailing.

(2) ERIC: ED 116 996, 96 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Learning of the Indian People, by Sister Charles Palm (1975). Accompanied by cassette tape. Available from:

(1) project: 3-hole-punched, 56 pp, with cassette tape, available for cost of printing, tape duplication, and mailing.

(2) ERIC: ED 116 997, 62 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Quiet, by Mona Bublitz (1975). Available from:

(1) project: 3-hole-punched, 70 pp, available for cost of printing and mailing.

(2) ERIC: ED 182 095, 61 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Science: An Indian Perspective: Ten Modules for Learning, by Allen J. Allery (1975). Available from:

(1) project: 3-hole-punched, unnumbered pages, available for cost of printing and mailing.

(2) ERIC: ED 116 995, 64 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Social Life of the Indian People, by Sister Charles Palm (1975). Accompanied by cassette tape. Available from:

(1) project: 3-hole-punched, 89 pp, with cassette tape, available for cost of printing, tape duplication, and mailing.

(2) ERIC: ED 118 471, 95 pp, microfiche: $0.91/paper copy: $6.95, plus postage.

Materials Description:

The seven booklets focus on the Lakota-Dakota Plains Indians of South Dakota, and the annotated bibliography identifies existing American Indian ethnic studies materials. The products were developed to "help school children of South Dakota understand the role and contributions of the Indian people by providing teachers with authentic materials which reflect an accurate and positive image of Indian people and Indian life."

The booklets were designed for use with middle school students, but they can also be adapted for use with junior and senior high school students. The materials were field tested in the schools. The booklets, which are three-hole-punched in a looseleaf format for easy reproduction, can be used in social studies, science, or language arts courses. A variety of topics are covered.

Government of the Indian People is an historical review of the government of the Lakota-Dakota people. Indian stories told by the "elderlies" are included in the booklet *Indian Memories*. Both the Indian and English versions of the Indian stories are included on the cassette tape that accompanies the booklet. In *The Indians Speak for Themselves*, students are exposed to thoughts of the Lakota-Dakota people through poetry, narratives, and statements by famous Indian personalities. *Learning of the Indian People* begins by describing how an Indian boy and girl of long ago learned and then goes on to describe present-day Indian schools. On the cassette tape which accompanies the unit, Elijah Blackthunder relates personal experiences and elaborates on the importance of Indian education today. In the booklet *Quiet*, photographs tell the story of children in quiet activities, alone and at play with others. In *Science: An Indian Perspective* the philosophy of the Lakota people —"necessary to life in order to remain in harmony with the universe and the balance of nature"—is interwoven into a variety of science activities and experiences that develop the powers of observation. The contributions to science by the Lakota-Dakota people are discussed. Students will learn about customs of the Lakota-Dakota people through the booklet *Social Life of the Indian People* and the accompanying cassette tape.

Each booklet contains a series of lessons. Each lesson consists of a narrative student reading, activity sheets, and teaching methods with additional recommended resources. Students are expected to read and/or listen to the narrative and then answer questions. Students are also involved in many activities, including values clarification, role playing, creative writing, drawing cartoons, making collages, studying Indian symbols, taking field trips, and building Indian basic designs.

The project also developed a selective annotated bibliography entitled *Indian Studies Curriculum Materials*. Only those materials recommended by a committee of American Indian readers are cited. Included among these are books, units of study, teacher resource materials, filmstrips, and motion pictures treating the history and culture of the American Indian tribes of South Dakota. Some of the resources listed are appropriate for use with adults; others for use with elementary, secondary, or college students. The bibliography also contains a listing of radio stations in South Dakota, Minnesota, and Nebraska that broadcast American Indian programs.

Evaluative Comments and Suggestions:

Educational Soundness. These well-done materials are appropriate without modifications. One evaluator noted that they include "a wealth of information on Native American culture by Native Americans."

Ethnic Authenticity. Although the ethnic authenticity is acceptable, one evaluator said, "I do not feel really good about the set," and the second evaluator commented, "it does not represent the best of what I have seen. . ."

Government of the Indian People and *Indians Speak for Themselves* need major content revisions. One evaluator noted that since most of the information is about the past, the booklets reinforce the stereotype that Indians lived in the past. One evaluator stated that the term "Indian" does not need to be followed by the term "people" and that some of the information in *Government* is inaccurate (e.g., the 1840 land cession map). The second evaluator commented that "much of the information seems irrelevant and not put together." According to one evaluator, *Indians Speak* sounds like a press release for the Sioux nation and stereotypes men as warriors.

The evaluators disagreed about whether *Science*, *Social Life*, and *Indian Studies Curriculum Materials* need modifications. One evaluator noted that the content of *Science* is too elementary and condescending while the second evaluator believed that it is good. According to one evaluator, *Social Life* contains some of the best and worst information in the series, but the second evaluator indicated that it is the most authentic booklet. One evaluator also opined that some of the items in the bibliography are questionable.

Indian Memories and *Quiet* are acceptable without modifications. One evaluator noted that the oral history section of *Indian Memories* is of some interest. One evaluator believed that *Quiet* is the best booklet in the series, and the second evaluator noted that it contains interesting activities.

Technical Quality. The materials are acceptable with minor modifications. Although the evaluators commented that *Indian Studies Curriculum Materials* is "beautifully done," professionally printed and laid out, they added that the binding is not very durable and the labeling is not clear. The student materials are poorly packaged so they are difficult to use. The bindings are not durable. The binding and the labeling do not indicate that the booklets are part of a set. The organizational format and the numbering are also inconsistent. Except for *Learning of the Indian People*, the booklets will not reproduce well because they are not printed in black ink.

Texas

93. MULTI ETHNIC HERITAGE DISSEMINATION PROJECT

Dallas Independent School District
Multi Ethnic Education Program
3700 Ross Avenue
Dallas, Texas 75204

Project Director:	William Marks
Ethnic Group:	American Indians, Asian Americans, Black Americans, Mexican Americans
Subject Area:	All Areas, Bilingual Education (Spanish), Language Arts, Social Studies
Audience/Grade Level:	Student Materials (7-12) Teacher Resources (7-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$40,000.00

Materials/Availability:

Multiethnic Heritage Kit. This kit contains the following materials:

1. *Bibliography* (1976). Mimeographed, 34 pp.
2. *Posters on Black Cowboys and Black Rodeos* (1976). 8 posters.

Available from project: the complete kit or individual items from the kit can be obtained on a loan basis by writing to the project. They are not for sale.

Materials Description:

The materials are for teaching secondary-level students about four ethnic groups: Asian Americans, Black Americans, Mexican Americans, and Native Americans. The bibliography contains the "best" bibliographies, curriculum guides, newsletters, and audiovisual materials pertaining to the study of the four ethnic groups. Each item is annotated. *Posters on Black Cowboys* contain very brief background information about Black cowboys and rodeos. It also has five drawings of famous male and female cowboys/cowgirls and rodeo stars.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are ap-

propriate with minor modifications. An overview, a rationale, objectives, and learning activities need to be developed. The materials would be more useful if a curriculum guide that includes all of the necessary information were developed.

Ethnic Authenticity. The bibliography is ethnically authentic with minor modifications. The information about the entries needs to be updated, and more recent materials need to be added. The posters are ethnically authentic without modifications.

Technical Quality. The bibliography is acceptable without modifications. The posters are acceptable with minor modifications. The packaging is not durable, and the labeling is not clear. They are also too small.

94. ETHNIC HERITAGE STUDIES PROGRAM: CZECHS, POLES, AND GERMANS IN TEXAS

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Project Director: Preston Kronkosky
Ethnic Group: Czech Americans, German Americans, Polish Americans
Subject Area: State History
Audience/Grade Level: Student Materials (4-6)
Format: Print
Year Funded: 1974
Amount of Funding: $50,000.00
Materials/Availability:

Ethnic Heritage Studies Program: Czechs, Germans, and Poles in Texas, Annual Performance Report (1975).
Czechs in Texas: Teacher's Guide, developmental edition (1975).
Czechs in Texas: Student Text, developmental edition (1975).
Czechs in Texas: Resource Guide, developmental edition (1975).
Germans in Texas: Teacher's Guide, developmental edition (1975).
Germans in Texas: Student Text, developmental edition (1975).
Germans in Texas: Resource Guide, developmental edition (1975).
Poles in Texas: Teacher's Guide, developmental edition (1975).
Poles in Texas: Student Text, developmental edition (1975).
Poles in Texas: Resource Guide, developmental edition (1975).

None of the project materials are available.

Materials Description:

The major objective of this program was to develop materials to teach upper elementary students (grades 4-6) about three of the ethnic groups which settled Texas—Czechs, Germans, and Poles. The materials developed focus on the background, experiences, and contributions to the development of Texas made by these three groups.

For each ethnic group, three components were developed: teacher's guide, student text, and resource guide. The format for the three teacher's guides is the same. The guides contain attitudinal and informational objectives, a list of program components, general procedures and recommended time allocation, introductory activities, discussion questions, cultural activities, and concluding activities. Answer keys, copies of all student activity handouts, and a brief bibliography complete the teacher's guides.

The three student texts contain chapters describing the three groups' immigration to Texas and their development through the early 1900s. Final chapters focus on various cultural aspects of the three ethnic groups, such as music, holidays, and religion. The resource guides, for use by teachers, contain detailed histories and background of the Germans, Czechs, and Poles.

The project was able to design test only the unit on Germans in Texas. Since the products have not completed the final stages of development—pilot test, revision, and field test—they are available only in the developmental editions and are not being distributed. The developers suggest the use of a number of audiovisual products from other sources in conjunction with the materials.

Evaluative Comments and Suggestions:

Educational Soundness. The materials, while site-specific, do offer information and lessons of general use. They are well done.

Ethnic Authenticity. While the materials on the Czechs in Texas are ethnically authentic, they do have some shortcomings. There are spelling errors and a Southern bias in the chapter on the causes of the Civil War. Famous Czechs noted are all males. Women are portrayed in photos as older women selling baked goods or as young women doing gymnastics. The presentation lacks balance somewhat in that it concentrates on customs and political events but omits social changes in the family, women's roles, and change in the Czech community.

Although not comprehensive, the materials on the Poles in Texas present an accurate picture of the Polish settlements in Texas. The phonetic transcriptions of Polish words are inaccurate. The efforts at using simple language do not contribute significantly to clarity, but do result in clumsiness. Despite these relatively minor shortcomings, the material has educational value.

The materials on the Germans in Texas are acceptable and authentic. However, one wonders why the many published articles and in particular the book *German Seed in Texas Soil* (Austin, Texas: University of Texas, 1966) are not mentioned in the bibliography. These materials are not as well done as those on the Czechs and Poles.

Technical Quality. While the technical quality

of the materials is acceptable, there are some shortcomings. Typographical errors and unclear typing corrections necessitate some retyping. Some of the photos are not clear, and some editing is needed.

95. ARCHIVES AND TEXTBOOKS, A NEW LEASE ON LIFE: THE IDENTIFICATION, ACQUISITION, AND PRESERVATION OF MEXICAN AMERICAN PRIMARY SOURCE MATERIAL

University of Texas
The General Libraries
Austin, Texas 78712

Project Director: Harold W. Billings
Ethnic Group: Mexican Americans
Subject Area: All Areas
Audience/Grade Level: Adult/Community Education
Format: Print
Year Funded: 1979
Amount of Funding: $60,000.00
Materials/Availability:
Mexican American Archives at the Benson Collection: A Guide for Users, compiled by Maria G. Flores, edited by Laura Gutierrez-Witt (1981). Available from project: paperbound, 74 pp, free.

Materials Description:

The annotated bibliography *Mexican American Archives at the Benson Collections: A Guide for Users* describes a variety of resources available at the Benson Collection of the University of Texas at Austin. The resources range from print and nonprint materials to memorabilia and realia such as campaign buttons and banners. The descriptions are organized into three sections. The first section contains "Literary Manuscripts," the second "Organizational Archives," and the final section "Personal Papers." Each description discusses the physical contents, the historical background information, and the intellectual content. An inventory listing each piece of the resource is appended when available.

Evaluative Comments and Suggestions:

Educational Soundness. The bibliography is appropriate without modifications as a resource for people who have access to the University of Texas Library at Austin.

Ethnic Authenticity. All of the resources are from Mexican Americans/Chicanos so the bibliography is ethnically authentic without modifications. One evaluator noted that it is "a fine guide for persons interested in conducting research on Chicano history and literature in the University of Texas Library at Austin." Another evaluator commented that it is a "super work" because it contains resources from Mexicanos, Spanish Americans, Latin Americans, Latinos, Mexican Americans, and Chicanos.

Technical Quality. The bibliography does not have a hard cover so it is not very durable. One evaluator felt that it would be more interesting with additional graphics. All other technical features are acceptable.

Virginia

96. TEACHING FOR CROSS CULTURAL UNDERSTANDING

Arlington Public Schools
1426 North Quincy Street
Arlington, Virginia 22207

Project Director: Todd Endo
Ethnic Group: Multiethnic; Black Americans, Korean Americans, Mexican Americans, Vietnamese Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $38,097.00
Materials/Availability:
Teaching for Cross Cultural Understanding (June 1978). Available from:
(1) project: paperbound, 275 pp, limited number available free.
(2) ERIC: ED 182 228, 287 pp, microfiche: $0.91/paper copy: $20.15, plus postage.

Materials Description:

The project's goals were to search out ways to foster better relations and understanding among and within ethnic groups in the Arlington Schools and to identify ways for teachers to bring multicultural concepts into their already multicultural classes.

Inservice teachers were involved in the project by taking a course at the University of Virginia, attending workshops, participating in a task force, assessing school needs, and making specific recommendations for the annual school plans. These teachers assisted in compilation and printing of the handbook *Teaching for Cross Cultural Understanding*.

This handbook is divided into six major sections, which are color-coded for easy reference. Section I, "Concept Materials for Teaching Cross-Cultural Understanding," presents key concepts, emerging axioms, and suggestions for activities. Section II summarizes participants' activities and workshop presentations. The third section, entitled "Insights and Information for Group Understanding," includes facts, insights, and hints for teaching to and about Black, Mexican, Korean, and Vietnamese Americans. A bibliography of Afro-American literature is included for junior and senior high students. Section IV presents strategies for teaching cross-cultural understanding through family history, mass media, and consultants and for counseling and easing the transition of foreign-born students. A

guide for evaluating books for racism and sexism is provided. Section V suggests ways to use exhibits, drama, sports, music, graphics, myths, legends, ballads, oral traditions, and television for teaching cross-cultural understanding. The final section is entitled "Abstracts and Annotations."

Evaluative Comments and Suggestions:

Educational Soundness. This is an excellent resource for teachers new to the field of multicultural education. It contains good definitions and well-done essays on how to deal with culturally different students in the classroom. In some instances it could, however, be more specific.

Ethnic Authenticity. This guide is excellent for fostering cross-cultural understanding and appears to be ethnically authentic. More Hispanic titles could be added to the bibliography.

Technical Quality. These materials have some shortcomings. The material needs to be rebound, and the page numbers should be made consistent. If the material is going to be reproduced, it needs to be retyped.

97. NATIONAL ETHNIC STATISTICAL DATA CURRICULUM MATERIALS GUIDANCE SERVICE

Data Use and Access Laboratories, Inc.
1601 North Kent Street, Suite 900
Arlington, Virginia 22209

Project Director: John C. Beresford
Ethnic Group: Multiethnic
Subject Area: Social Studies/Social Sciences, Statistics
Audience/Grade Level: Adult/Community Education
Student Materials (10-16)
Format: Print
Year Funded: 1977
Amount of Funding: $48,056.00
Materials/Availability:

Ethnic Statistics: A Compendium of Reference Sources. (1978). Available from National Technical Information Service (U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161): paperbound, 148 pp, order no. PB-283 378, $7.25 (15 percent discount on orders of 20 or more).

Ethnic Statistics: Using National Data Resources for Ethnic Studies (1978). Available from National Technical Information Service: paperbound, 73 pp, order no. PB-283 379, $5.25 (15 percent discount on orders of 20 or more).

Materials Description:

The primary objectives of this project were (1) to create an awareness on the part of college instructors, students, curriculum planners, and others of the usefulness of ethnic statistical data resources produced by the federal government and (2) to facilitate access to these resources. Two guides were designed for use in ethnic studies courses: *Ethnic Statistics: A Compendium of Reference Sources* and *Ethnic Statistics: Using National Data Resources for Ethnic Studies.*

Ethnic Statistics: A Compendium of Reference Sources describes sources of ethnic statistics published by 11 United States departments and agencies, including U.S. Departments of Agriculture; Commerce; Interior; Health, Education, and Welfare; Housing and Urban Development; Justice; Labor; Transportation; and the U.S. Civil Service Commission; U.S. Equal Employment Opportunity Commission; and the National Endowment for the Arts. Organized by sponsoring agency, each entry contains a concise description of the data source, a summary of the ethnic data coverage (often tables are listed), and acquisition information, including cost. Three indexes will assist the user: racial/ethnic index, subject index, and title/survey index.

The publication *Ethnic Statistics: Using National Data Resources for Ethnic Studies* was designed as an introductory-level classroom guide to teach senior high school and college students how to use ethnic statistical data. The guide is written in an easy-to-read and informal style and is intended for individuals who have little or no background in statistical or data analysis. In the first section of the guide, the authors explain how to formulate research questions, how to read and interpret data tables, how to use graphics (pre charts, bar charts, graphs), the advantages and disadvantages of printed data versus computerized data, and how to retrieve computerized ethnic data. In a step-by-step presentation, section 2 of the guide shows students how ethnic statistics can be used to answer specific research questions.

Evaluative Comments and Suggestions:

Educational Soundness. *Ethnic Statistics: A Compendium of Reference Sources* is very well done and is a good resource for teachers. *Ethnic Statistics: Using National Data Resources for Ethnic Studies* is also a very useful publication. It can be used by professors in teacher-training courses, by high school students, and by adults or community persons who are interested in learning how to use and interpret statistical data about ethnic groups. It has an especially clear and good introduction to a topic—statistical data—that can be very confusing.

Ethnic Authenticity. *Ethnic Statistics: A Compendium of Reference Sources* really has no ethnic content to evaluate. It is a useful guide to using ethnic statistical data but could be a bit more critical about U.S. ethnic data collection techniques throughout history. *Ethnic Statistics: Using National Data Resources for Ethnic Studies* has no ethnic content to evaluate.

Technical Quality. Both publications need to be rebound.

98. THE FOLKLORE OF BLACK AMERICA: A TELEVISION-BASED CURRICULUM FOR ETHNIC HERITAGE STUDIES

Greater Washington ETA Association, Inc.
3620 27th Street, South
Arlington, Virginia 22206

Project Director: Samuel Johnson
Ethnic Group: Black Americans
Subject Area: Folklore, Social Studies
Audience/Grade Level: Student Materials (3-8)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $38,500.00
Materials/Availability:

Juba (1977). Available from Children's TV International (1 Skyline Place, Suite 1207, 5205 Leesburg Pike, Arlington, Virginia 22041): 60-minute color videotape, available in varying sizes, for broadcast: $200.00 per transmitter for rights, plus $550.00 for tape/tape only: $550.00.

Juba, Classroom Teacher's Guide, by Kathryn Elmes Parker and Bettye W. Topps (1977). Available from:

(1) Children's TV International: paperbound, 47 pp, 1-1000 copies: $1.50 each/1000 + copies: $1.35 each.
(2) ERIC: ED 185 198, 56 pp, microfiche: $0.91/paper copy: $5.30, plus postage.

Materials Description:

The products consist of four 15-minute television programs and an accompanying teacher's guide. The four programs are: "Juba and How Stories Came to Be"; "The Fat Baby Story and Brer Rabbit's Prank"; "The 'Why' Stories: Why the Turtle's Shell is Cracked and Why the Snake Has Rattles"; "The Legend of Harriet Tubman." All of these programs are based on the folklore of Black America and are designed to link Afro-American children directly with their cultural heritage. It is believed that, by developing an understanding of their heritage, children will be prepared to become "active cultural transmitters," thus strengthening the ties between today's heritage and yesterday's customs.

The four programs center on a Black, 11-year-old boy, John, who finds out from members of his family about different elements of Black folklore. The four segments feature his father teaching him the "Juba" chant and telling him how folk stories started; his grandmother telling him the African and Afro-American versions of two "Brer Rabbit" stories; his aunt, recently returned from Africa, telling him "why" stories; and a dramatic presentation by his aunt of the exploits of Harriet Tubman and the Underground Railroad. Students learn the contributions of humour, magic, fantasy, and habits of everyday life to folklore.

For each unit, the teacher's guide contains behavioral objectives, concepts, vocabulary, preparatory activities, suggestions for viewing the films, and related learning activities. A bibliography is given for units 2, 3, and 4. The guide concludes with four general test items. If all of the related learning activities are used, students would develop individual skills such as reading, writing, and dramatization and become much more aware of the contributions of folklore to Black American life.

Evaluative Comments and Suggestions:

Educational Soundness. The materials are appropriate without modifications for students to use. One evaluator said that they are "good materials on Black folklore, traditions, and history" and are "very professional."

Ethnic Authenticity. The materials are ethnically authentic without modifications. One evaluator commented that they are excellent.

Technical Quality. The videotape is acceptable without modifications. The teacher's guide is acceptable with minor modifications. The type is not very sharp, and the title page is not numbered appropriately.

Virgin Islands

99. PROJECT CATALYST: AN INSULAR RESPONSE TO ETHNIC DIVERSITY

Island Resources Foundation
P.O. Box 4187
St. Thomas, Virgin Islands 00801

Project Director: James Olsen
Ethnic Group: Caribbean Americans (Virgin Islands)
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Teacher Resources (K-6)
Format: Print
Year Funded: 1977
Amount of Funding: $44,756.00
Materials/Availability:

Caribbean Roots: A Learning Experience for Students in the Virgin Islands, by Mary Anne and James T. Olsen (1978). Available from:

(1) project: spiralbound, 50 pp, with 36 spirit duplicating masters, free.
(2) ERIC: ED 174 532, 108 pp, microfiche: $0.91/paper copy: $8.60, plus postage.

Materials Description:

The basic purpose of *Caribbean Roots* is to provide classroom activities, lessons, and appropriate student materials that teachers in the Virgin Islands can use in elementary classrooms to increase student awareness and understanding of their own ethnic heritage and that of others who live within this diverse community. To develop the concept of multiethnicity, 36 ready-to-use and reusable spirit masters provide fill-in activities, many maps, time lines, sketches of island landmarks, flags which have flown over

the island (there have been seven), vocabulary lists, short stories, recipes and food descriptions, and cutouts of clothing, transportation, and houses.

For each activity sheet, the teacher's guide details the purpose of the lesson, the behavioral objectives sought, and suggestions for implementing the activity. Additional background information is included for the teacher in the guide, as are a selective, annotated bibliography related to each lesson, a listing of further readings, statistics on the Virgin Islands (1960-76), and an answer key.

Evaluative data by the project directors indicate that student reaction to the materials developed was favorable and that teachers found both the materials and guide very useful. Although the lessons were intended to be completed within one class period, teachers reported that that amount of time was often insufficient in schools with a departmentalized structure.

Evaluative Comments and Suggestions:

Educational Soundness. The guide is an appropriate resource for teachers in the Virgin Islands and can be adapted for teachers in other areas, but the evaluators disagreed about whether it needs minor modifications. One evaluator believed that the guide should be indexed and that a glossary and a more adequate bibliography must be developed. The second evaluator thought these changes to be unnecessary. One evaluator noted that when the guide is used outside the Virgin Islands, lessons 4, 26, and 27 should be deleted.

Ethnic Authenticity. The guide is ethnically authentic, but the evaluators disagreed about what minor modifications are necessary. One evaluator noted that the content is "too brief for comprehensiveness" and "does not provide significant background to explain why many things occurred." The evaluator concluded that the guide should be used with supplementary readings. The second evaluator commented that the visuals in lessons 17 through 36 are not varied enough, creating stereotypes instead of conveying a representative picture of the topic. Therefore, the evaluator would not use any of these lessons at all. The evaluator noted that lessons 1 through 16 are good for awareness, self-concept, vocabulary, etc.

Technical Quality. The guide is acceptable with minor modifications. The print is crowded, and the ditto masters may not reproduce well. One evaluator concluded that the format is good for a teacher's guide.

Washington

100. ETHNIC HERITAGE STUDIES PROGRAM

Fort Wright College
Center for Teacher Education
West 4000 Randolph Road
Spokane, Washington 99204

Project Director: Anis A. Quidwai
Ethnic Group: American Indian (Yakima)
Subject Area: All Areas
Audience/Grade Level: Teacher Resources (Preschool)
Format: Print
Year Funded: 1977
Amount of Funding: $14,515.00
Materials/Availability:

Multicultural Early Childhood Curriculum for the Yakima Indian Nation (1978). Available from:

(1) Kamiakin Research Institute (Box 509, Toppenish, Washington 98984): spiral-bound, 78 pp, $4.00.

(2) ERIC: ED 176 930, 128 pp, microfiche: $0.91 plus postage; paper copy not available from EDRS.

Materials Description:

The curriculum book is designed to be used by teachers working with 3- to 5-year-old Yakima children who attend early childhood programs and who will subsequently enter a public school system where most of their teachers, administrators, and classmates will be non-Indian. To lessen the negative effects of possible culture conflict, to help the children acquire the skills needed to participate in the dominant culture, and to promote retention of the value system of the Indian culture are the goals to which the curriculum design is addressed. Put another way, the program was created to strengthen the children's self-image by giving them competence in using dominant-culture classroom skills while simultaneously obtaining a broader appreciation of their identity as Yakima Indians.

The curriculum book provides a philosophy of cultural/ethnic pluralism and essentials of multiethnic/multicultural education, among which are (1) incorporating each child's cultural background in an educational program which increases the chance of developing the maximum potential of all the children, (2) helping children to understand various cultures in their community without implying that any one culture is a model for others, and (3) assisting the child in building inner personal strength through recognition of his/her cultural uniqueness and richness. The project analyzed the social, physical, emotional, intellectual, and cultural needs of Yakima preschoolers and noted the importance of individual interests, learning characteristics, and the background which the children's homes provided. The curriculum was produced by projecting estimates about the world the children will enter, defining the components of the learning process, and determining the criteria for evaluating a successful multiethnic/multicultural program.

Four competency areas were identified as relevant to teachers and students: (1) establishing and maintaining a safe and healthy learning environment, (2) developing physical and intellectual competence, (3) building a positive self-concept and individual strength, and (4) fostering positive functioning of children and adults in a group. Additionally, teachers were given directives for bringing about optimal coordination of home and center child-rearing practices and expectations and ways to carry out supplementary responsibilities related to children's programs.

Curriculum print resources have been listed for teacher reference. Many are professional reading, some are stories and books to be read aloud to children. Not all are related exclusively to Indians, for there are many sources dealing with ethnicity and cultural diversity. Other print resources are listed by headings such as "Safe Healthy Environment," "Language," "Perceptual Development," or "Multicultural/Multiethnic Education."

Three curriculum modules are provided; these concern rocks, children's fears, and a healthy concept of death.

Evaluative Comments and Suggestions:

Educational Soundness. Although some of the material is only appropriate without modifications for teachers of Yakima children, most of it can be used by other teachers. The evaluators commented that the guide includes an "excellent values statement and framework for multicultural education" and "deals with ethnicity and multiculturalism in creative and positive ways."

Ethnic Authenticity. The guide is ethnically authentic without modifications for teachers in the Northwest. One evaluator commented that perceptive teachers in other areas could find information to replace the material that is site specific. One evaluator said, "This is a fine book that I have used myself..." The second evaluator concluded that "the activities are good, as far as they go."

Technical Quality. The guide is appropriate with minor modifications. The binding is not durable, and the pages with lighter print may not reproduce well. One evaluator noted that "the art work is very nice."

101. PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP

Washington State University
Black Studies Program
Pullman, Washington 99163

Project Director: Talmadge Anderson
Ethnic Group: Black Americans
Subject Area: Art, History, Language Arts, Music, Social Sciences, Sociology
Audience/Grade Level: Teacher Education (K-12) Teacher Resources (13-16)
Format: Print
Year Funded: 1975
Amount of Funding: $30,000.00
Materials/Availability:
Curriculum Designs and Methods in Black Studies (1976). Note: This is also the project's final report. Available from:
(1) project: paperbound, 182 pp, $3.00.
(2) ERIC: ED 125 509, 200 pp, microfiche: $0.91/paper copy: $13.55, plus postage.

Materials Description:

Curriculum Designs and Methods in Black Studies contains all of the products which were developed as a result of this teacher-training project. Agenda, major addresses, assignments, and evaluation tools which were used in a three-week teacher-training workshop for college-level professors are included in the report. In addition, course outlines and bibliographies are included, as are write-ups of student projects. Among the course outlines which are suitable for college courses are: American History and Culture (1815 to Independence), Black History Before the Civil War, Black History After the Civil War, The Politics of Black America, The Economics of Black America, The Sociology of Black America, Introduction to African Literature, Introduction to Afro-American Literature (1760-1865), Music of Black America (1916-present), Introduction to Black Drama, Black Visual Arts, and Afro-Americans and the Mass Media.

Evaluative Comments and Suggestions:

Educational Soundness. This guide is appropriate for college instructors of Black studies with minor modifications. Some of the teaching strategies and lesson plans need to be developed. Instructors must either have background knowledge to use the course outlines or use the bibliographies to obtain this information.

Ethnic Authenticity. One evaluator noted that the guide needs minor modifications to make it consistent with the current model of Black studies in higher education. It contains negative references to the relationships between Blacks and other ethnic groups and should be modified to explore these relationships in a neutral way.

Technical Quality. According to one evaluator, the guide's binding is not durable and the pages that are photographic copies may not reproduce as well as other pages. All other technical features are acceptable.

Wyoming

102. WYOMING'S EUROPEAN HERITAGE

University of Wyoming
Department of History
Box 3334, University Station
Laramie, Wyoming 82071

Project Director: Robert W. Righter

Ethnic Group: Multiethnic; Basque Americans, British Americans, Eastern European Americans, German Americans, Greek Americans, Italian Americans (Wyoming)

Subject Area: Dance, Drama, Home Economics, Language Arts, Social Studies

Audience/Grade Level: Student Materials (9-12) Teacher Resources (K-12)

Format: Print

Year Funded: 1976

Amount of Funding: $38,000.00

Materials/Availability:

Peopling the High Plains: Wyoming's European Heritage, edited by Gordon O. Hendrickson (1977). Available from Historical Research and Publications Division (State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming 82002): hardbound, 190 pp, $7.95.

Peopling the High Plains: Curriculum Ideas and Guides for Teachers, edited by Arnold L. Willems (1977). Available from:

(1) Center for Research, Service, and Publications (College of Education, Room 304, Graduate Hall, University of Wyoming, Laramie, Wyoming 82071): paperbound, 50 pp, $3.00.

(2) ERIC: ED 171 653, 50 pp, microfiche: $0.91/paper copy: $3.65, plus postage.

Materials Description:

Peopling the High Plains contains a collection of six essays on British, Basque, Eastern European, German-speaking, Greek, and Italian immigrants in Wyoming, chronicling the activities of each group from arrival in Wyoming to the present. Material for each essay was obtained by historians utilizing tape-recorded interviews and archival research. Each essay is fully documented and accompanied by photographs. The last and seventh essay, "Immigration and Assimilation in Wyoming," presents a general picture of all ethnic groups which have populated Wyoming—their exploits, occupational patterns, demography, and community development. An index to the contents is appended.

The teacher's guide contains 25 lessons written by Wyoming teachers, useful for K-12 classrooms. The activities are accompanied by lists of objectives, materials needed, and background information. Some of these activities are cutouts, costume design, ethnic food preparation, map-making, ethnic dances, personal genealogy, filmstrip production, and research activities in relevant topics. Throughout, the multiethnic heritage of Wyoming's settlers is stressed.

Evaluative Comments and Suggestions:

Educational Soundness. The text and guide are appropriate with major modifications for students and teachers in Wyoming. One evaluator believed that information about groups other than European immigrants must be added before the materials are used to teach ethnic studies. The evaluator also noted information that reinforces stereotypes must be eliminated. The second evaluator commented that the essays in the text are primarily straightforward chronological expositions of the histories of the ethnic groups and their Wyoming experiences. Since most of the lessons in the guide are vague and unspecific, objectives, teaching strategies, and evaluation instruments must be developed. The learning materials used in each lesson need to be obtained.

Ethnic Authenticity. The materials are ethnically authentic without modifications. One evaluator noted that the text cannot be used without the activities in the guide.

Technical Quality. The materials are acceptable with minor modifications. One evaluator said that the packaging of the two products does not indicate that they are part of a set. The second evaluator said that the binding of the guide is not durable. The evaluator also indicated that the pages are numbered inconsistently and the guide would be more appealing with better graphics. On the other hand, one evaluator concluded that the information in the text "is presented interestingly with many pictures."

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APPROPRIATENESS FOR USE IN LEARNING SITUATIONS: STUDENT MATERIALS

Name of Project _____

_____

_____

Title of Materials _____

_____

_____

Project Year _____

Sponsoring Organization _____

_____

_____

Name of Panelist _____

This evaluation instrument is designed to evaluate only the educational soundness of materials. All aspects of the materials related to ethnic authenticity will be evaluated by another panel. Therefore, questions related to issues of ethnicity are not included.

1.0 Quality of Physical Characteristics

This section evaluates the physical presentation of the materials: how they are structured or organized and how they are presented, both verbally and visually.

1.1 Organization of the Materials

1.1.1 Overall, the materials (check as many items as appropriate):

		Yes	No
a.	are organized in a way that lends to ease of use	_____	_____
b.	are logically organized (i.e., content progresses in an obvious manner from lesson to lesson or unit to unit)	_____	_____
c.	contain lessons or units which can be used individually	_____	_____
d.	contain lessons or units which must be used sequentially and as a whole	_____	_____
e.	will still achieve major objectives if lessons or units are used selectively	_____	_____
f.	provide transitions when necessary between lessons, units, etc.	_____	_____
g.	include components such as table of contents, index, glossary, and bibliographies, if appropriate	_____	_____

	Included Yes	Included No	Appropriate Yes	Appropriate No	Quality Poor	Quality Avg.	Quality Good
Table of Contents	___	___	___	___	___	___	___
Index	___	___	___	___	___	___	___
Glossary	___	___	___	___	___	___	___
Bibliographies	___	___	___	___	___	___	___
Other _____ (specify)	___	___	___	___	___	___	___

h.	provide all needed resources as part of the materials	_____	_____
i.	require the user to gather or otherwise prepare necessary resources	_____	_____
j.	other _____ (please specify)	_____	_____

1.1.2 Overall, the organization of the materials is (check only one answer):

_____ (0) not appropriate for use in learning situations

_____ (1) appropriate for use in learning situations with major adaptations or modifications

_____ (2) appropriate for use in learning situations with minor adaptations or modifications

_____ (3) appropriate for use in learning situations without adaptations or modifications

1.1.3 Comments (please specify any recommended modifications):

1.2 Presentation of the Materials

1.2.1 Overall, in the presentation of the materials (check as many items as appropriate):

		Yes	No
a.	all parts are clearly labeled	_____	_____
b.	the sentence structure is grammatically correct	_____	_____
c.	the language is free of sex bias where appropriate	_____	_____
d.	technical terms are defined when appropriate	_____	_____
e.	visuals (photos, drawings) are related to the content of the materials	_____	_____
f.	visuals are free of sex bias where appropriate	_____	_____
g.	captions for visuals are related to the content	_____	_____

_____

Note: Four instruments for evaluating materials' appropriateness for use in learning situations were developed. The instruments contained minor variations depending on the audience for whom the materials to be evaluated were intended: students, teachers, teacher educators, or adult/community educators. Only the instrument for evaluating student materials is included here; those few questions which relate directly to student learners can easily be adapted to apply to other groups.

h. the presentation is interesting to the intended user _____ _____

i. other _____ _____ _____
(please specify)

1.2.2 Overall, the presentation of the materials is (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

1.2.3 Comments (please specify any recommended modifications):

2.0 Rationale and Objectives

2.1 Rationale

A rationale is a philosophic position on education and ethnic heritage studies held by the author(s). It consists of the assumptions and goals used by the author(s) when selecting and ordering objectives, content, strategies, and evaluation processes in the curriculum.

2.1.1 In general, the rationale for the materials (check as many items as appropriate):

		Yes	No
a.	is stated	_____	_____
b.	is clear	_____	_____
c.	is easy to infer	_____	_____
d.	is logical in terms of the materials developed	_____	_____
e.	justifies the materials developed	_____	_____
f.	other _____ (please specify)	_____	_____

2.1.2 In general, the rationale is (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

2.1.3 Comments (please specify any recommended modifications):

2.2. Objectives

Objectives for curriculum materials are statements that indicate ways in which learners are expected to change their thinking, values, and actions as a result of using the materials. Cognitive objectives indicate the facts, concepts, generalizations, structure(s), and theory(ies) presented in the materials. Affective objectives are the values, attitudes, and commitments to beliefs or actions promoted by the materials. Skill objectives indicate procedures students will be able to perform, such as thinking, writing, decision making, or interpreting data.

2.2.1 In general, the objectives for the materials (check as many items as appropriate):

		Yes	No
a.	are stated for the materials overall	_____	_____
b.	are stated for individual segments of the materials (i.e., lessons, units, chapters)	_____	_____
c.	although not stated, can be easily inferred	_____	_____
d.	are stated for: cognitive outcomes affective outcomes skill outcomes	_____ _____ _____	_____ _____ _____
e.	indicate the level of performance expected	_____	_____
f.	can be accomplished by the intended learner	_____	_____
g.	are supportive of the rationale, content, and teaching strategies	_____	_____
h.	are clearly written	_____	_____
i.	other _____ (please specify)	_____	_____

2.2.2 In general, the objectives for these materials are (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

2.2.3 Comments (please specify any recommended modifications):

3.0 Content

This section evaluates the overall content of the materials, without regard to information on ethnic groups and ethnicity. The accuracy of ethnic content will be evaluated separately.

3.0.1 In general, the content of the materials (check as many items as appropriate):

		Yes	No
a.	is free of factual errors	_____	_____
b.	is based on research which is recognized as valid in the field	_____	_____
c.	cites data sources where necessary and appropriate	_____	_____
d.	can be easily updated	_____	_____
e.	is free of sex and age bias, as appropriate to the ethnic group portrayed	_____	_____
f.	presents new information on the subject	_____	_____
g.	presents a new dimension to the subject	_____	_____
h.	effectively teaches difficult concepts or ideas	_____	_____
i.	does not oversimplify political, social, or economic issues	_____	_____
j.	is appropriate for the intended learner	_____	_____
k.	is related to the rationale, objectives, and teaching strategies	_____	_____
l.	other _____ (please specify)	_____	_____

3.0.2 Overall, the content of the materials is (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

3.0.3 Comments (please specify any recommended modifications):

4.0 Teaching Strategies

This section evaluates suggested or implied strategies for implementing the materials with the learners. Teaching strategies are the specific patterns of action aimed at accomplishing instructional goals (role playing, question-answer, etc.).

4.0.1 In general, the teaching strategies (check as many items as appropriate):

		Yes	No
a.	are presented clearly in the materials	_____	_____
b.	are easy for the user to infer	_____	_____
c.	describe the teaching steps in appropriate order	_____	_____
d.	describe the allotted time sequence for each step	_____	_____
e.	describe any necessary changes in the normal physical or emotional environment of the classroom	_____	_____
f.	are complete enough to ensure that the instructor will be able to use them effectively	_____	_____
g.	are consistent with the rationale, adequate to achieve the objectives, and supportive of the content	_____	_____
h.	other _____ (please specify)	_____	_____

4.0.2. Overall, the teaching strategies in these materials are (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

4.0.3 Comments (please specify any recommended modifications):

5.0 Conditions of Use

This section evaluates the appropriateness of the materials for use under a variety of conditions. Questions focus on learners' backgrounds, teachers' qualifications, and the settings in which the materials are to be used. Criteria related to the setting focus on geographic site as well as type and location of institution.

5.1 Learner Characteristics

5.1.1 In general, the materials (check as many items as appropriate):

		Yes	No
a.	are at the appropriate reading level for the intended users	_____	_____
b.	contain activities which are appropriate for the intended users	_____	_____
c.	can be adapted for use with audiences other than the intended users	_____	_____
d.	are designed for use only by (circle one) average/gifted/slow learners	_____	_____
e.	are for use only by learners of a particular ethnic or language group	_____	_____
f.	other _____ (please specify)	_____	_____

5.1.2 Overall, the learner characteristics are (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

5.1.3 Comments (please specify any recommended modifications):

5.2 Instructor Characteristics

5.2.1 In general, the materials (check as many items as appropriate):

		Yes	No
a.	require the instructor to have special qualifications in order to use the proposed teaching strategies	_____	_____
b.	require the instructor to have specialized knowledge of the general content in order to teach the materials	_____	_____
c.	require the instructor to have specialized knowledge of the ethnic groups represented in order to teach the materials	_____	_____
d.	other _____ (please specify)	_____	_____

5.2.2 Overall, the instructor characteristics are (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

5.2.3 Comments (please specify any recommended modifications):

5.3 Setting

5.3.1 In general, the materials (check as many items as appropriate):

		Yes	No
a.	are specific to a single geographic site	_____	_____
b.	are specific to learners in a particular setting (e.g., urban, rural, suburban)	_____	_____
c.	can be adapted for use in a variety of settings	_____	_____
d.	can be used only at the grade level for which they were written	_____	_____
e.	may require major changes in traditional classroom settings or group configurations	_____	_____
f.	other _____ (please specify)	_____	_____

5.3.2 Overall, the setting required for use of the materials (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

5.3.3 Comments (please specify any recommended modifications):

6.0 Evaluation

This section evaluates any instruments in the materials which measure learning outcomes and any formal evaluations of the materials done by or for the developers during the development stage.

6.1 Evaluation Instruments

6.1.1 The evaluation instruments (check as many items as appropriate):

		Yes	No
a.	are included in the materials	_____	_____
b.	are appropriate for the intended users	_____	_____
c.	are consistent with the objectives, content, and teaching strategies	_____	_____
d.	have been field tested for reliability and validity and revised accordingly	_____	_____
e.	have not been tested but appear to be valid and reliable	_____	_____
f.	other _____ (please specify)	_____	_____

6.1.2 The evaluation instruments are (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

6.1.3 Comments (please specify any recommended modifications):

6.2 Materials Evaluation

Materials evaluations are tests of the materials prior to publication by a sample of users, using systematic procedures. Revision of materials, based on the results of these evaluations, is desirable before final publication.

6.2.1 The materials (check as many items as appropriate):

		Yes	No
a.	were field tested prior to publication (if yes, briefly describe any available information about users, evaluation procedure, and results)	_____	_____
b.	were revised on the basis of field-test data	_____	_____
c.	other _____ (please specify)	_____	_____

6.2.2 On the basis of the formal evaluation results, the materials are (check only one answer):

_____(0) not appropriate for use in learning situations

_____(1) appropriate for use in learning situations with major adaptations or modifications

_____(2) appropriate for use in learning situations with minor adaptations or modifications

_____(3) appropriate for use in learning situations without adaptations or modifications

6.2.3 Comments (please specify any recommended modifications):

7.0 Evaluator's Rating

In this section, please indicate a final rating of the materials on the basis of your previous evaluative comments and decisions.

7.0.1 Please add any evaluative comments you have not had an opportunity to make:

7.0.2 On the basis of your evaluation, please indicate whether the materials should be (check one):

_____(0) rejected as not appropriate for use in learning situations

_____(1) accepted as appropriate for use in learning situations

7.0.3 If you recommended that the materials be rejected, briefly summarize your reasons for making that recommendation:

_____
Signature of Panelist

ETHNIC AUTHENTICITY

Name of Project _____

_____

_____

Title of Materials _____

_____

_____

Project Year _____

Sponsoring Organization _____

_____

_____

Name of Panelist _____

_____

_____

1.0 Accuracy of Ethnic Content

This section evaluates the accuracy of content as it relates to the ethnic groups presented in the materials.

1.1 Presentation and Appearance

Presentation and appearance are the physical qualities that can contribute to or take away from ethnic accuracy. These include language use, visuals, and comprehensiveness.

1.1.1 Overall, the materials (check as many items as appropriate):

		Yes	No
a.	are not so out of date that the value of the content is significantly reduced	_____	_____
b.	include bibliographies and resource lists which are ethnically authentic and useful	_____	_____
c.	provide enough information about the ethnic group so that any instructor can accurately present the materials	_____	_____
d.	contain accurate word translations to English	_____	_____
e.	present correct terminology when non-English terms are used	_____	_____
f.	present dialect(s) accurately	_____	_____
g.	do not portray ethnic people who use dialects, foreign languages, or nonstandard English as inferior	_____	_____
h.	present nonmajority speech with respect	_____	_____
i.	present major translations which are faithful to the original version	_____	_____
j.	use regional names accurately	_____	_____
k.	picture ethnic group members accurately in photographs or illustrations	_____	_____
l.	contain photographs or illustrations which are not patronizing	_____	_____

1.1.2 Overall, the accuracy of ethnic content in the presentation and appearance of the materials is (check only one answer):

_____(0) not ethnically authentic

_____(1) ethnically authentic with major modifications

_____(2) ethnically authentic with minor modifications

_____(3) ethnically authentic without modifications

1.1.3 Comments (please specify any recommended modifications):

1.2 Content

Content comprises the facts, theories, and ideas about which the materials are written.

1.2.1 Overall, the materials (check as many items as appropriate):

		Yes	No
a.	present historically accurate characterizations of individuals	_____	_____
b.	present individuals with dignity (i.e., as having self-worth, self-awareness)	_____	_____
c.	present valid reasons other than ethnicity when individuals are portrayed in a negative way	_____	_____
d.	portray families accurately in accordance with their ethnicity	_____	_____
e.	present groups in terms of their own value systems	_____	_____
f.	present accurate information about ethnic value systems	_____	_____
g.	accurately explain reasons for specific values	_____	_____
h.	accurately explain philosophies and values that undergird ethnic customs	_____	_____
i.	treat cultural customs with respect	_____	_____
j.	refrain from using majority norms to judge ethnic group behavior, traditions, or values	_____	_____
k.	present a sufficiently comprehensive view of topics so that accuracy is not distorted (if not, briefly describe the content that should be added)	_____	_____
l.	accurately present historical and environmental influences which have shaped group behavior	_____	_____
m.	when appropriate, present accurate background experiences and events prior to the U.S. experience	_____	_____
n.	accurately portray the ethnic group's role in and contribution to U.S. history, politics, economics, and culture	_____	_____
o.	contribute to increased understanding of the ethnic group(s) portrayed	_____	_____

1.2.2 Overall, the content of the materials is (check only one answer):

_____(0) not ethnically authentic

_____(1) ethnically authentic with major modifications

_____(2) ethnically authentic with minor modifications

_____(3) ethnically authentic without modifications

1.2.3 Comments (please specify any recommended modifications):

2.1.2 Overall, the balance and perspective in presentation and appearance of the materials is (check only one answer):

_____(0) not ethnically authentic

_____(1) ethnically authentic with major modifications

_____(2) ethnically authentic with minor modifications

_____(3) ethnically authentic without modifications

2.1.3 Comments (please specify any recommended modifications):

2.0 Balance and Perspective

This section evaluates the balance and perspective of the materials. The relationships of ethnic groups to one another and to the majority society are evaluated, as well as the general tone in which the materials are written. Both presentation and appearance and content are evaluated for balance and perspective.

2.1 Presentation and Appearance

2.1.1 Overall, the materials (check as many items as appropriate):

		Yes	No
a.	are written by (an) author(s) qualified in background and experience to write about the ethnic group	_____	_____
b.	are written by (an) author(s) qualified by education to write about the ethnic group	_____	_____
c.	use unbiased language	_____	_____
d.	avoid language which may imply negative value judgments	_____	_____
e.	adhere to a logical and consistent style in capitalization of ethnic group names	_____	_____
f.	contain descriptions which promote positive or neutral images of an entire group and its members	_____	_____
g.	are written in a neutral tone (i.e., they avoid being patronizing at one extreme and adulatory at the other)	_____	_____
h.	refer to individuals in a consistent way (e.g., not "black people" and "white citizens" or "Mr. Jones" and "Mary Jones")	_____	_____
i.	consistently refrain from making misleading, vague, or ambiguous statements	_____	_____
j.	are free of degrading terminology	_____	_____
k.	present a variety of types and ages of people of each ethnic group	_____	_____
l.	present a variety of ethnic groups when appropriate in photographs or visuals	_____	_____

2.2 Content

2.2.1 Overall, the materials (check as many items as appropriate):

		Yes	No
a.	portray ethnics as individuals as well as representatives of ethnic groups	_____	_____
b.	present average individuals as well as those of superior attainment	_____	_____
c.	present average individuals from each ethnic group, with different personality traits, physical abilities, mental talents, and interests	_____	_____
d.	portray individuals in a way likely to illustrate diversity	_____	_____
e.	portray people of clearly defined ethnicity engaged in positive interpersonal relationships	_____	_____
f.	attribute behavior solely to the individual, not to his or her ethnicity	_____	_____
g.	portray a full range of human emotions, both positive and negative, regardless of ethnicity	_____	_____
h.	present a variety of family patterns	_____	_____
i.	present ethnic group experiences as dynamic and continually changing	_____	_____
j.	depict similarities and differences between ethnic groups without suggesting the superiority or inferiority of any group	_____	_____
k.	present ethnic groups from perspectives other than as victims or causes of "problems"	_____	_____
l.	recognize the universality of human concerns	_____	_____
m.	deal with unresolved ethnic issues, particularly prejudice and discrimination	_____	_____
n.	contribute to increased understanding of ethnic groups other than one's own	_____	_____

o. contribute to increased understanding of intergroup relations _____ _____

p. portray the United States as a nation developed by diverse groups in a pluralistic way _____ _____

q. portray U.S. society as having been developed by diverse groups in a pluralistic way _____ _____

2.2.2 Overall, the balance and perspective in the content of the materials is (check only one answer):

_____(0) not ethnically authentic

_____(1) ethnically authentic with major modifications

_____(2) ethnically authentic with minor modifications

_____(3) ethnically authentic witnout modifications

2.2.3 Comments (please specify any recommended modifications):

3.0 Evaluator's Rating

In this section, please indicate a final rating of the materials on the basis of your previous evaluative comments and decisions.

3.0.1 Please add any evaluative comments you have not had an opportunity to make:

3.0.2 On the basis of your evaluation, please indicate whether the materials should be (check one):

_____(0) rejected as not ethnically authentic

_____(1) accepted as ethnically authentic

3.0.3 If you recommended that the materials be rejected, briefly summarize your reasons for making that recommendation:

_____

Signature of Panelist

TECHNICAL QUALITY: PRINT MATERIALS

Name of Project _____

_____

_____

Title of Materials _____

_____

_____

Project Year _____

Sponsoring Organization _____

_____

_____

Name of Panelist _____

1.0 Packaging

This section evaluates the quality of the packaging—its durability, ease of use, and appropriateness for the intended user. Only printed materials will be considered. If print materials are accompanied by audio, visual, or artifact materials, the evaluation criteria for both print and nonprint technical quality must be used.

1.0.1 Overall, the materials package (check as many items as appropriate):

		Yes	No
a.	is durable	_____	_____
b.	is flexible enough for complete and easy use	_____	_____
c.	is a reasonable size: not so large and cumbersome as to discourage use	_____	_____
d.	is appropriately labeled and titled for all users	_____	_____
e.	contains a list of component parts, in a highly visible location and permanently attached to the materials, which describes the contents of the package	_____	_____
f.	provides appropriate labeling for all component parts (e.g., teacher's guide, student workbooks)	_____	_____
g.	provides component replacement information	_____	_____
h.	is appropriate for the type of material	_____	_____

1.0.2 Overall, the materials package is (check only one answer):

_____(0) not of acceptable technical quality

_____(1) of acceptable technical quality with major modifications

_____(2) of acceptable technical quality with minor modifications

_____(3) of acceptable technical quality without modifications

1.0.3 Comments (please specify any recommended modifications):

2.0 Content

Educational soundness and ethnic authenticity of content have been evaluated previously. Technical quality of content evaluates only those content items which relate to format of the materials.

2.0.1 Overall, in the materials (check as many items as appropriate):

		Yes	No
a.	pages are consecutively numbered	_____	_____
b.	page numbers are clearly visible and close enough to text so they will not be lost if materials are copied	_____	_____
c.	pagination is in a consistent format (i.e., does not switch from one system to another)	_____	_____
d.	there are no copyrighted materials for which releases have not been secured	_____	_____
e.	copyright releases are properly acknowledged	_____	_____
f.	graphics and charts are clear and understandable	_____	_____
g.	graphics and charts are properly placed and labeled	_____	_____

2.0.2 Overall, the content format is (check only one answer):

_____(0) not of acceptable technical quality

_____(1) of acceptable technical quality with major modifications

_____(2) of acceptable technical quality with minor modifications

_____(3) of acceptable technical quality without modifications

2.0.3 Comments (please specify any recommended modifications):

3.0 Print Quality

This section evaluates the technical quality of the printing.

3.0.1 Overall, the materials (check as many items as appropriate):

		Yes	No
a.	are printed in clear, sharp type	_____	_____
b.	are printed in type of an appropriate size for the intended user	_____	_____
c.	are easily reproducible	_____	_____
d.	contain clear, sharp, and reproducible graphics	_____	_____

e. provide visual variation through the use of any of the following devices: variation in type size and line spacing; boxed and bordered sections; use of graphics, contrasting type, or underlining of headings _____ _____

f. are laid out in a logical manner (e.g., all headings centered or consistently placed, margins consistent) _____ _____

3.0.2 Overall, the print quality is (check only one answer):

_____(0) not acceptable

_____(1) acceptable with major modifications

_____(2) acceptable with minor modifications

_____(3) acceptable without modifications

3.0.3 Comments (please specify any recommended modifications):

4.0 Evaluator's Rating

In this section, please indicate a final rating of the materials on the basis of your previous evaluative comments and decisions.

4.0.1 Please add any evaluative comments you have not had an opportunity to make:

4.0.2 On the basis of your evaluation, please indicate whether the materials should be (check one):

_____(0) rejected as not being of acceptable technical quality

_____(1) accepted as being of acceptable technical quality

4.0.3 If you recommended that the materials be rejected, briefly summarize your reasons for making that recommendation:

_____

Signature of Panelist

TECHNICAL QUALITY: NONPRINT MATERIALS

Name of Project _____

_____

_____

Title of Materials _____

_____

_____

Project Year _____

Sponsoring Organization _____

_____

_____

Name of Panelist _____

1.0 Packaging

This section evaluates the quality of the packaging—its durability, ease of use, and appropriateness for the intended user. Quality of the outside container and materials within the container are evaluated separately. Only nonprint materials will be considered. If nonprint materials are accompanied by print materials, the evaluation criteria for both print and nonprint technical quality must be used.

1.0.1 Overall, the materials package (check as many items as appropriate):

		Yes	No
a.	is of standard size for storage on library shelves	_____	_____
b.	is durable enough for both mailing and continued handling by the user	_____	_____
c.	is easy to open, close, and otherwise handle	_____	_____
d.	is appropriately and prominently labeled with a permanent label	_____	_____
e.	has a permanently attached list of component parts with ordering information for replacements	_____	_____
f.	is easy to reassemble when components have been removed	_____	_____
g.	contains a durable, well-fitting insert to hold component parts (if necessary)	_____	_____
h.	is appropriate for the type of material it contains	_____	_____
i.	is appropriate for the intended user	_____	_____

1.0.2 Overall, the materials contained within the package (check as many items as appropriate):

		Yes	No
a.	are packaged individually, especially if they are small or easily lost or damaged (e.g., filmstrips or cassettes in a container, slides in a box or carousel)	_____	_____
b.	are clearly and prominently labeled or numbered in sequence of use	_____	_____
c.	fit easily within the outside container	_____	_____
d.	are labeled with media format where appropriate (e.g., size of videotapes)	_____	_____

1.0.3 Overall, the packaging is (check only one answer):

_____(0) not of acceptable technical quality

_____(1) of acceptable technical quality with major modifications

_____(2) of acceptable technical quality with minor modifications

_____(3) of acceptable technical quality without modifications

1.0.4 Comments (please specify any recommended modifications):

2.0 Audio Quality

This section evaluates the quality of sound on audio materials—cassette or reel-to-reel tapes, videotapes, and films.

2.0.1 Overall, the audio materials are characterized by (check as many items as appropriate):

		Yes	No
a.	clarity of sound	_____	_____
b.	phrasing, rhythm, voice quality, and timing which permit the dialogue to be heard and understood	_____	_____
c.	synchronization of words, music, and special effects	_____	_____
d.	unobtrusive but effective background music	_____	_____
e.	constant fidelity in terms of voices, music, and special effects	_____	_____
f.	absence of extraneous background noise	_____	_____
g.	audible pulsing which does not interfere with the sound track	_____	_____
h.	inaudible pulsing	_____	_____
i.	audibility at standard volume	_____	_____
j.	capability to be amplified, without special equipment or loss of clarity, for large audiences	_____	_____
k.	sufficient durability to be used many times and on different equipment without loss of quality	_____	_____

2.0.2 Overall, the audio quality is (check only one answer):

_____(0) not acceptable

_____(1) acceptable with major modifications

_____(2) acceptable with minor modifications

_____(3) acceptable without modifications

2.0.3 Comments (please specify any recommended modifications):

3.0 Visual Quality

This section evaluates the quality of visuals in the materials—slides, videotapes, filmstrips, films, and photographs which are packaged separately.

3.0.1 Overall, the visual materials (check as many items as appropriate):

		Yes	No
a.	are clear, sharp, and in proper register (if color)	_____	_____
b.	contain legible, easily understood graphics	_____	_____
c.	hold graphics on screen long enough to be read	_____	_____
d.	are in proper format (3:4 for 16mm and video, 2:3 for slides)	_____	_____
e.	can be copied from copies without loss of clarity	_____	_____
f.	(if black and white) are of acceptable contrast and intensity	_____	_____
g.	(if color) are vivid, lifelike, and consistent in tint and hue	_____	_____
h.	(if slides) are properly mounted for the required projector (Kodak 80 tray—glass/plastic/cardboard; Kodak 140 tray—cardboard)	_____	_____
i.	hold the attention and focus the thinking of the viewer	_____	_____
j.	are visually pleasing	_____	_____
k.	are interesting, not dull or repetitive	_____	_____
l.	employ a variety of camera techniques appropriately and effectively (e.g., closeups, composition shots, sequences, etc.)	_____	_____
m.	use animation, flashbacks, and other special techniques appropriately and effectively	_____	_____
n.	depict appropriate costumes and settings	_____	_____

3.0.2 Overall, the visual quality is (check only one answer):

_____(0) not acceptable

_____(1) acceptable with major modifications

_____(2) acceptable with minor modifications

_____(3) acceptable without modifications

3.0.3 Comments (please specify any recommended modifications):

4.0 General Quality

This section evaluates the relationships between all the various component parts and their combined technical quality.

1.0.1 Overall, in the materials (check as many items as appropriate):

		Yes	No
a.	the visual and audio presentations are cohesive	_____	_____
b.	the sound and picture combined lend to understanding of the topic	_____	_____
c.	the relationship of audiovisuals to text and other materials is clearly explained	_____	_____
d.	picture descriptions and a printed text of the audio narrative are included	_____	_____
e.	the presentation moves in a logical progression to a conclusion	_____	_____
f.	the length is appropriate for the audience	_____	_____
g.	required equipment is available to the average user	_____	_____
h.	the appropriate medium—for both the audience and the message—is used	_____	_____

4.0.2 Comments (please specify any recommended modifications):

5.0 Evaluator's Rating

In this section, please indicate a final rating of the materials on the basis of your previous evaluative comments and decisions.

5.0.1 Please add any evaluative comments you have not had an opportunity to make:

5.0.2 On the basis of your evaluation, please indicate whether the materials should be (check one):

_____(0) rejected as not being of acceptable technical quality

_____(1) accepted as being of acceptable technical quality

5.0.3 If you recommended that the materials be rejected, briefly summarize your reasons for making that recommendation:

_____

Signature of Panelist

APPENDIX B: LIST OF PROJECTS: 1974-1981

1974 ETHNIC HERITAGE STUDIES PROJECTS

Black Studies Research and Demonstration Project
Alabama Center for Higher Education
2121 Eighth Avenue North, Suite 1520
Birmingham, Alabama 35203
$30,000.00

Ethnic Studies Materials for Alaskan Native Children and Teachers of Indian Children
Alaska State-Operated Schools
650 International Airport Road
Anchorage, Alaska 99502
$60,000.00

California Ethnic Heritage Program
California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento, California 95814
$70,000.00

Project MECHICA: Materials Development in Chicano Studies
Chicano Cultural Center
Bakersfield College
1801 Panorama Drive
Bakersfield, California 93301
$70,000.00

Contributions of Japanese Americans to American Life: Curriculum Development Program
Japanese American Citizens League
22 Peace Plaza, Suite 203
San Francisco, California 94115
$60,000.00

Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
$45,000.00

Intergroup Relations and Ethnicity: The Peoples of Connecticut
University of Connecticut
Department of Sociology
Storrs, Connecticut 06268
$100,000.00

Ethnic Heritage Studies Program with an Emphasis on Afro-Americans
Frederick Douglass Museum of African Art
316-318 A Street, N.E.
Washington, D.C. 20002
$60,000.00

The NEA/NJEA Multi-Ethnic/Racial Curriculum Development Program
Joint project of:
National Education Association
Civil and Human Rights
1201 16th Street, N.W.
Washington, D.C. 20036
and
New Jersey Education Association
Instruction Division
Trenton, New Jersey 08608
$90,000.00

A Project in Multi-Cultural Learning: Greek American Contributions to the American Society
Florida State University
Science and Human Affairs Division
302 Education Building
Tallahassee, Florida 32306
$40,000.00

Ethnic Resources Center for the Pacific
University of Hawaii
College of Education
Department of Educational Foundations
1776 University Avenue
Honolulu, Hawaii 96821
$55,000.00

Illinois/Chicago Project for Inter-Ethnic Dimensions in Education
Joint project of:
Illinois State Department of Education (IDE)
188 West Randolph Street
Chicago, Illinois 60601
and
University of Illinois at Chicago Circle (UICC)
P.O. Box 4348
Room 3030-ECB
Chicago, Illinois 60680
$170,000.00

Drama & Theater of Baltic American Youth
Southern Illinois University at Carbondale
Carbondale, Illinois 62901
$19,000.00

Ethnic Heritage Study Program
Indiana University Foundation
University at South Bend
P.O. Box F
Bloomington, Indiana 47401
$40,000.00

General Ethnic Heritage and Specific Czech Heritage Curriculum Model Developmen
Kirkwood Community College
Arts and Science Division
6301 Kirkwood Boulevard, S.W.
Cedar Rapids, Iowa 52406
$25,000.00

Ethnic Discovery Project
Boston Children's Museum
Jamaicaway
Boston, Massachusetts 02130
$40,000.00

Center for Contemporary Jewish Studies Program for Jewish Ethnic Heritage Studies
Brandeis University
Philip W. Lown Graduate Center for Contemporary Jewish Studies
Waltham, Massachusetts 02154
$80,000.00

Harvard Ethnic En[illegible]edia: Stage I
Harvard University
Fellows of Harvard College
Harvard University Press
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138
$45,000.00

Ethnic Heritage Studies Program in Southeastern Michigan
Michigan Southeast Regional Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48226
$170,000.00

Scandinavian Ethnic Heritage Studies Project
Gustavus Adolphus College
Scandinavian Studies
St. Peter, Minnesota 56082
$25,000.00

A Model Program in Multi-Ethnic Heritage Studies
Mankato State University
Minorities Groups Studies Center
Mankato, Minnesota 56001
$60,000.00

Ethnic Heritage Studies in Urban Neighborhoods
Washington University
Lindell & Skinker Boulevards
St. Louis, Missouri 06130
$50,000.00

The Institute of Ethnic and Inter-cultural Education
Rutgers University
State University of New Jersey
10 Seminary Place
New Brunswick, New Jersey 08903
$60,000.00

Cuba Schools Ethnic Heritage Project
Cuba Independent Schools
P.O. Box 68
Cuba, New Mexico 87013
$11,000.00

Task Force to Define Cultural Pluralism to Develop and Test Strategies for Its Effective Teaching
Anti-Defamation League of B'nai B'rith
Program Division
315 Lexington Avenue
New York, New York 10016
$65,000.00

Ethnic Heritage Curriculum Development Project
Joint project of:
Buffalo City Schools System
712 City Hall
Buffalo, New York 14202
and
New York State University College at Buffalo
Research and Development Complex
1300 Elmwood Avenue
Buffalo, New York 14222
$75,000.00

Curriculum Development Program in Comparative Ethnicity
City University of New York
CUNY Research Foundation
Convent Avenue at 138th Street
New York, New York 10031
$60,000.00

Italo-American Curriculum Studies
New York State Education Department
Bureau of Social Studies Education
Washington Avenue
Albany, New York 12224
$70,000.00

The Ethnic Heritage Studies Development Program
Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114
$170,000.00

Increasing the Understanding of Multi-Ethnic Heritage Project
Portland Center for Urban Education
0245 Southwest Bancroft Street
Portland, Oregon 97201
$45,000.00

Development of Ethnic Heritage Studies Kit
Dequesne University
Tamburitzans Institute of Folk Art
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219
$65,000.00

The Study of Ethnic Minorities in Northeastern Pennsylvania: Lackawanna County/Luzerne County: King's College
Joint project of:
King's College
133 North River Street
Wilkes-Barre, Pennsylvania
and
University of Scranton
Ethnic Studies Program
Scranton, Pennsylvania 18510
$60,000.00

The Ethnic Heritage Studies Program of Rhode Island
Rhode Island Department of Education
199 Promenade Street
Providence, Rhode Island 02908
$50,000.00

The Ethnic History of South Carolina Program
Charleston County School District
Division of Instruction
3 Chisholm Street
Charleston, South Carolina 29401
$30,000.00

Indian Ethnic Heritage Curriculum Development Project
South Dakota Department of Education and Cultural Affairs
State Capitol Building
Pierre, South Dakota 57501
$45,000.00

Ethnic Heritage Studies Program: Czechs, Poles, and Germans in Texas
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
$50,000.00

Ethnic Heritage Studies Program for Five School Divisions in Appalachia
Dilenowisco Educational Cooperative
Wise County School Board
Media Services
1032 Virginia Avenue
Norton, Virginia 24273
$50,000.00

Ethnic Heritage Studies: Old World Wisconsin and Ethnic America
State Historical Society of Wisconsin
816 State Street
Madison, Wisconsin 53706
$45,000.00

1975 ETHNIC HERITAGE STUDIES PROJECTS

Chinese American Heritage Studies Program
Chinese Culture Foundation
750 Kearny Street
San Francisco, California 94108
$40,000.00

East Los Angeles Multicultural Oral History Program
East Los Angeles College Foundation
5357 East Brooklyn Avenue
Los Angeles, California 90022
$12,000.00; in cooperation with Administration on Aging (HEW), amount $8,000.00

A Curriculum Development Program in Suburban Ethnicity: A Case Study of the Greek American Experience in Southern California
Palos Verdes High School
600 Cloyden Road
Palos Verdes Estates, California 90274
$25,000.00

The Traditional Arts and Oral History of Chicanos of Greater Los Angeles
University of California
Center for the Study of Comparative Folklore and Mythology
405 Hilgard Avenue
Los Angeles, California 90024
$39,000.00

Continuing Ethnic Heritage: A Curriculum Project on the Transnational Linkage of American Ethnic Groups
University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80210
$38,000.00

Our Roots—Ethnic Heritage Studies Project
Hartford Public Schools
249 High Street
Hartford, Connecticut 06108
$33,000.00

Ethnic Delaware and Willingtown Village
Historical Society of Delaware Library
505 Market Street
Wilmington, Delaware 19801
$40,000.00

Dissemination of Ethnic Heritage Studies in American Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
$45,000.00

Intercultural Bilingual Curriculum Plan for Chicano Ethnic Studies at Community and Junior Colleges
El Congreso Nacional de Asuntos Colegiales (CONAC)
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
$40,000.00

Dissemination of Critically Selected Ethnic Heritage Curriculum Materials
National Center for Urban Ethnic Affairs
1523 O Street, N.W.
Washington, D.C. 20005
$49,000.00

Ethnic Studies Curriculum Guidelines
National Council for the Social Studies
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
$44,000.00

Task Force on Assessment of Ethnic Heritage Studies Program
National Education Association
Civil and Human Rights
1201 16th Street, N.W.
Washington, D.C. 20036
$50,000.00

Staff Development and Resources for Ethnic Heritage Studies
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303
$37,000.00

Intercultural Training Workshop
Institute of Behavioral Sciences
250 Ward Avenue, Suite 226
Honolulu, Hawaii 96814
$30,000.00

Multicultural Ethnic Studies: An Inservice Program
Idaho State University
Pocatello, Idaho 83209
$37,000.00

Chicago Consortium for Inter-Ethnic Curriculum Development
Selfreliance
2351 West Chicago Avenue
Chicago, Illinois 60622
$45,000.00

A Prototype of a Multi-Ethnic/Cultural Curriculum
Burlington Community Schools
1429 West Avenue
Burlington, Iowa 52601
$39,000.00

Heritage of the Plains Indians
Mid America All Indian Center
650 North Seneca
Wichita, Kansas 67203
$45,000.00

Louisiana Ethnic Studies Program: La Culture Acadienne En Louisiana. White Acadians, Black Creoles, and Latinos
Louisiana State Department of Education
Community Services
P.O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804
$42,000.00

The University-Ethnic Community Project
Neighborhoods Uniting Project, Inc.
3706 Rhode Island Avenue
Mt. Rainier, Maryland 20822
$30,000.00

Armenian Ethnic Heritage Program
Armenian Relief Society
212 Stuart Street
Boston, Massachusetts 02116
$38,000.00

Contributions of the French to America: Dissemination of Materials
Assumption College
Undergraduate Schools
500 Salisbury Street
Worcester, Massachusetts 01609
$20,000; in cooperation with Administration on Aging (HEW), amount, $6,700.00

Curriculum Development in Cuban-Puerto Rican Heritages
Curry College
Division of Language and Literature
1071 Blue Hill Avenue
Milton, Massachusetts 02186
$35,000.00

Ethnic Curriculum Development Project
Michigan Southeast Regional Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202
$38,000.00

Minneapolis Multi Ethnic Curriculum Project
Minneapolis Public Schools
Task Force on Ethnic Studies
807 Broadway, N.E.
Minneapolis, Minnesota 55105
$38,000.00

Ethnic Heritage Studies Program: Television Program on Culture and Tradition of Montana Indians
College of Great Falls
Department of Education
1301 20th Street, South
Great Falls, Montana 59405
$26,000.00

Ethnic Studies of Native Americans (Sioux) in Nebraska
University of Nebraska
Arts Department
3835 Holdrege Street
Lincoln, Nebraska 68503
$31,000.00

Paiute and American Indian Understanding Through Teacher Training and Education
University of Nevada at Reno
Research and Educational Planning Center
Reno, Nevada 89507
$35,000.00

Community Action for Cultural Pluralism
Joint project of:
National Conference of Christians and Jews
790 Broad Street
Newark, New Jersey 07102
and
Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903
$41,000.00

Menaul School Ethnic Heritage Program
Menaul School
301 Menaul Blvd., N.E.
Albuquerque, New Mexico 87107
$30,000.00

Domestic Ethnic Exchange and Curriculum Development
American Field Service International
Domestic Programs
313 East 43rd Street
New York, New York 10017
$40,000.00

The Estonian American Ethnic Heritage Studies Program
Estonian Learned Society
Estonian House
243 East 34th Street
New York, New York 10016
$35,000.00

STRIDE: Specific Teaching Resources for the Introduction and Development of Ethnic Studies
Freeport Public Schools
135 North Ocean Avenue
P.O. Box 50
Freeport, New York 11520
$35,000.00

Migrant Heritage Studies Project
The Research Foundation of SUNY
New York State Migrant Center
P.O. Box 7126
Albany, New York 14454
$35,000.00

Appalachian Culture Ethnic Heritage
Appalachian State University
College of Learning and Human Development
Boone, North Carolina 28608
$43,000.00

An Appalachian Ethnic Heritage Studies Program
Madison County Board of Education
Marshall, North Carolina 28753
$39,000.00

Springfield Program in Cultural Enrichment
Metro Ministry
22 East Grand Avenue
Springfield, Ohio 45506
$38,000.00

Project BUILD: Building Useful Involvement for Local Dissemination
Portland Center for Urban Education
245 Southwest Bancroft
Portland, Oregon 97201
$24,000.00

The Pennsylvania Ethnic Heritage Studies Dissemination Project
Bloomsburg State College
Main and Penn Streets
Bloomsburg, Pennsylvania 17815
$38,000.00

Heritage of Learning Project
King's College
133 North River Street
Wilkes-Barre, Pennsylvania 18711
$28,000.00

Ethnic Heritage Studies Project
Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908
$41,000.00

Ethnic Heritage Studies Program
Crystal City Independent School District
805 East Crockett
Crystal City, Texas 78839
$40,000.00

Multi Ethnic Heritage Dissemination Project
Dallas Independent School District
Multi Ethnic Education Program
3700 Ross Avenue
Dallas, Texas 75204
$40,000.00

Understanding Native Americans: Their Heritage, Skills, Contributions, and Future
University of Utah
School of Social Work
Social Work Building
Salt Lake City, Utah 84112
$38,000.00

Multi Ethnic Staff Training Model Project
Arlington Public Schools
1426 North Quincy Street
Arlington, Virginia 22207
$43,000.00

Pacific Northwest Black Studies Summer Workshop
Washington State University
Black Studies Program
Pullman, Washington 99163
$30,000.00

Multi-Ethnic Heritage: West Virginia
West Virginia State College
Department of Teacher Education
Institute, West Virginia 25112
$45,000.00

Institute for Minority Studies Training Project in Ethnic and Racial Minority Studies
University of Wisconsin
1725 State Street
La Crosse, Wisconsin 54601
$35,000.00

1976 ETHNIC HERITAGE STUDIES PROJECTS

Project Search and Discover
Greene County Board of Education
Instruction Department
P.O. Box 569
Eutaw, Alabama 35462
$40,000.00

Ethnic Heritage Study Program
Curriculum Information Center
Mesa Public Schools
14 West Second Avenue
Mesa, Arizona 85201
$38,000.00

TACT—Chinese American Heritage Project
Association of Chinese Teachers
1-15 Waverly Place
San Francisco, California 94108
$39,000.00

Bay Area Filipino Culture Education Project (BAFCEP)
University of San Francisco
School of Education
2130 Fulton Street
San Francisco, California 94117
$38,000.00

Asian American Heritage Archival Project
Visual Communications, Inc.
1601 Griffith Park Blvd.
Los Angeles, California 90026
$39,000.00

American Ethnic/Folk Music
Denver School District #1
2320 West Fourth Avenue
Denver, Colorado 80223
$35,000.00

Counselor Ethnic Awareness Project
Southern Connecticut State College
Health Education Department
501 Crescent Street
New Haven, Connecticut 06515
$25,000.00

Multi-Ethnic Heritage Studies Program
Thomaston Public Library
248 Main Street
Thomaston, Connecticut 06787
$37,500.00

A Teacher/Principal Training Program in Ethnic Heritage Education
Catholic Office of Education
717 Fifth Street, N.W.
Washington, D.C. 20005
$38,000.00

Appreciation of Ethnic Pluralism in Education for Social Work
Catholic University
School of Social Service
Washington, D.C. 20064
$40,000.00

The Arab-American Ethnic Heritage Film Project
Middle East Educational Trust, Inc.
P.O. Box 57254, West End Station
Washington, D.C. 20037
$38,000.00

Cuban-American Ethnic Heritage Program
Community Action and Research, Inc.
3737 S.W. Eighth Street
Miami, Florida 33134
$38,000.00

Multi-Ethnic Southern Agrarian Heritage—A Model Oral History Curriculum Unit
Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
$39,000.00

Heritage of a Plantation Community
Leeward Community College
University of Hawaii
96-045 Ala Ike Street
Pearl City, Hawaii 96782
$40,000.00

Illinois Project for Cooperative Roles in Multi-Cultural Education
Illinois Office of Education
Urban and Ethnic Education Section
188 West Randolph Street
Chicago, Illinois 60601
$39,000.00

Oral History Archives of Chicago Polonia
Polish American Congress
Community Relations Committee
Loyola University
820 North Michigan Avenue
Chicago, Illinois 60611
$38,000.00

Romanian-Americans in Lake County, Indiana: An Ethnic Curriculum Project
Purdue Research Foundation
Purdue University
West Lafayette, Indiana 47907
$32,000.00

The Black Experience in Iowa
Price Laboratory School
University of Northern Iowa
19th and Campus Streets
Cedar Falls, Iowa 50613
$38,000.00

Louisville Area Ethnic Heritage Studies Teacher Training and Curriculum Development Project
University of Louisville
School of Education
2301 South Third Street
Louisville, Kentucky 40208
$39,000.00

PATHWAY (Promoting America's Total Heritage With All Youth)
Baltimore City Public Schools
Region III
160 North Chester Street
Baltimore, Maryland 21231
$40,000.00

Frederick County Ethnic Heritage Studies Program
Board of Education of Frederick County
115 East Church Street
Frederick, Maryland 21701
$40,000.00

Understanding Culture and Human Resources Through the Study of Cape Verdean Ethnic Heritage
TCHUBA, Inc.
14 Beacon Street
Boston, Massachusetts 02108
$22,000.00

Ethnic Heritage Studies Program of the Detroit Public Schools
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202
$43,000.00

A Modular Instructional Approach to Finnish Culture and Its Contributions to American Life
Suomi College
601 Quincy Street
Hancock, Michigan 49930
$23,000.00

Interchanging Resources to Activate Cultural Ties Project
Trust Territory of the Pacific Islands
Department of Education
Capitol Hill
Saipan, Mariana Islands 96950
$39,000.00

Five-State Multi-Ethnic Training Project
Minneapolis Public Schools
Ethnic Cultural Center
1201 University Avenue, N.E.
Minneapolis, Minnesota 55413
$42,000.00

New Hampshire Franco-American Ethnic Heritage Curriculum Development Program
New Hampshire College and University Consortium
2321 Elm Street
Manchester, New Hampshire 03104
$35,000.00

Native-American and Spanish-American Culture Curriculum Development
College of Santa Fe
Department of Humanities
Department of Social Science
St. Michael's Drive
Santa Fe, New Mexico 87501
$39,000.00

Pueblo Contribution to the American Heritage
Indian Pueblo Cultural Center, Inc.
P.O. Box 6807, Station B
Albuquerque, New Mexico 87107
$38,000.00

Multicultural Project for Urban Studies in Middle Schools
Association for Multiethnic Programs, Inc.
114 Fifth Avenue
New York, New York 10011
$26,000.00

Scandinavian-American Ethnic Heritage Curriculum Studies
Board of Cooperative Educational Services
42 Triangle Center
Yorktown Heights, New York 10598
$38,000.00

Ethnic Theater: Springboard for a Multiethnic Curriculum
Bronx Community College
Center for Continuing Education and Community Services
University Avenue & West 181st Street
Bronx, New York 10453
$42,000.00

Program Development for Public Service Ethnic Affiliate Associations
John Jay College of Criminal Justice
Office of Special Programs
444 West 56th Street
New York, New York 10019
$33,000.00

The Caribbean-American Experience: The Recent Black Immigrant
New York City Board of Education
Center for Humanities and Arts
131 Livingston Street
Brooklyn, New York 11201
$33,000.00

Ethnic Education for Future and Present Public Administrators
State University of New York at Binghamton
Political Science Department
Binghamton, New York 13901
$38,000.00

Teacher Training Module for Implementing Multi-Ethnic Social Studies in Elementary Schools
Teachers College, Columbia University
Institute for Urban and Minority Education
525 West 120th Street, P.O. Box 75
New York, New York 10027

Ethnic Heritage Studies Training Project
United Tribes of North Dakota
3315 South Airport Road
Bismarck, North Dakota 58501
$38,000.00

Proposal for Curriculum Improvement and Teacher Training for Community Ethnic Language and Culture Schools
Cleveland State University
Ethnic Heritage and Language Schools, Inc.
Cleveland, Ohio 44115
$43,000.00

American Indian Heritage Studies Program
University of Oklahoma
Southwest Center for Human Relations Studies
555 Constitution Avenue
Norman, Oklahoma 73069
$40,000.00

Indian Studies Curriculum Development Program
Confederated Tribes of the Umatilla Indian Reservation
Umatilla Tribal Education Board
P.O. Box 638
Pendleton, Oregon 97801
$35,000.00

One Land—Many Voices
Metropolitan Pittsburgh Public Broadcasting, Inc.
Educational Services
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213
$38,000.00

Dissemination Through Training Workshops
University of Pittsburgh
Pennsylvania Ethnic Heritage Studies Center
151 Mervis Hall
Pittsburgh, Pennsylvania 15260
$43,000.00

York County Multiethnic Cultural Heritage Project
Winthrop College
Rock Hill, South Carolina 29733
$38,000.00

Ethnic Studies in the One-Race Classroom
Human Systems, Inc.
3300 West Mockingbird Lane, Suite 530
Dallas, Texas 75235
$38,000.00

Welsh Revival Project
Green Mountain College
Poultney, Vermont 05764
$13,000.00

The Folklore of Black America: A Television-Based Curriculum for Ethnic Heritage Studies
Greater Washington ETA Association, Inc.
3620 27th Street, South
Arlington, Virginia 22206
$38,500.00

Rainbow Approach to Classroom Education
Seattle School District No. 1
Curriculum and Special Services
3928 South Graham Street
Seattle, Washington 98118
$40,000.00

A Multi-Ethnic Curriculum Planning and Design Model for Milwaukee, Wisconsin
Greater Milwaukee Conference on Religion and Urban Affairs
144 North Farwell Avenue, Suite 303
Milwaukee, Wisconsin 53202
$38,000.00

Wyoming European Heritage
University of Wyoming
Department of History
Box 3334, University Station
Laramie, Wyoming 82071
$38,000.00

1977 ETHNIC HERITAGE STUDIES PROJECTS

Ethnic Heritage Studies—The Black American Experience
Alabama A&M University
School of Education
Normal, Alabama 35762
$12,244.00

Ethnic Heritage Studies Staff Training Program
Marion City Board of Education
P.O. Box 190
Marion, Alabama 36756
$37,860.00

Bering Sea Eskimo Ethnic Heritage Program
University of Alaska
Northwest Community College
P.O. Box 400
Nome, Alaska 99762
$14,680.00

The Rough Rock Navajo Center for Intercultural Participation
Rough Rock School Board, Inc.
Navajo Language and Culture Center
Chinle, Arizona 86503
$48,819.00

Ozark Ethnic Heritage Studies Project
Arkansas College
P.O. Box 2317
Batesville, Arkansas 72501
$22,217.00

Chinese-American Traveling Exhibit
Chinese Historical Society of America
17 Adler Street
San Francisco, California 94133
$26,446.00

Ethnic Heritage Studies—Training in Multi-Cultural Education Project
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
$48,013.00

The Multi-Ethnic Heritage of Oakland
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606
$45,950.00

The Multi-Ethnic Heritage of Oakland
St. Patrick's Day Care Center
366 Clementina Street
San Francisco, California 94103

The San Juan Unified School District Ethnic Heritage Program
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95608
$39,788.00

Recognition of Multi-Cultural Heritage in the State of Colorado
Colorado State Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
$45,833.00

Intercultural Understanding Through Art
Denver Art Museum
100 West 14th Avenue Parkway
Denver, Colorado 80204
$20,245.00

Ethnic Studies Project for School Librarians
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
$42,901.00

Bread: The Staff of Ethnic Life
Mayor's All American Council
550 Main Street
Hartford, Connecticut 06103
$45,000.00

Preserving Ethnic Traditions (Project PET)
Delaware Department of Public Instruction
State Education Agency
Townsend Building
Dover, Delaware 19901
$13,824.00

Radio Course on Dimensions in American Thought and Culture: The Latinos
The American University
Latino Institute
Massachusetts and Nebraska Avenues
Washington, D.C. 20016
$40,969.00

Training of Library Specialists in Multi-Ethnic Heritage Program
Atlanta University
School of Library Services
233 Chestnut Street, S.W.
Atlanta, Georgia 30314
$25,213.00

Ethnic Community Resource Bank
Education Resource Center
735 West Sheridan Road
Chicago, Illinois 60657
$14,982.00

A Cross-Ethnic Publishing, Training and Dissemination Project
Institute on Pluralism and Group Identity
55 East Jackson Boulevard, Suite 1880
Chicago, Illinois 60604
$45,160.00

Six Generations of Black Families in Rural Kansas
Kansas State Historical Society
Tenth and Jackson Streets
Topeka, Kansas 66612
$44,118.00

Inservice Teacher Training in Indo-Chinese Culture
Our Lady of Holy Cross College
Division of Education
4123 Woodland Drive
New Orleans, Louisiana 70114
$35,730.00

The Drama of Black Cultural Diversity in New Orleans: A Program of Ethnic Studies Schools and Community Groups
St. Mark's Community Center, Inc.
1130 North Rampart Street
New Orleans, Louisiana 70116
$45,000.00

Ethnic Heritage Studies Project to Help Teachers
Maryland State Department of Education
Division of CUSP
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240
$36,168.00

An Introduction to America's Ethnic Minorities
University of Maryland
College of Education
College Park, Maryland 20742
$48,184.00

Metro Ethnic Heritage Resource Centers
Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160
$42,732.00

Puerto Rican Emphasis—Puerto Rican Awareness
Springfield Technical Community College
Special Student Services Project
1 Armory Square
Springfield, Massachusetts 01105
$33,774.00

American and Polish Culture Mini Grant Inservice Program
Grand Rapids Public Schools
143 Bostwick Avenue, N.E.
Grand Rapids, Michigan 49503
$9,777.00

Ethnic Heritage Studies Curriculum Model
Livonia Public Schools
Department of Community Education Services
15125 Farmington Road
Livonia, Michigan 48154
$45,510.00

A Multi-Media Presentation of the History of the Jews in Michigan
Wayne State University
399 Education Building
Detroit, Michigan 48202
$12,259.00

Scandinavian Heritage Project
Moorhead State University
110 Seventh Avenue, South
Moorhead, Minnesota 56560
$17,148.00

Primary Source Materials in Ethnic Studies: A Training Model
University of Minnesota
Immigration History Research Center
Minneapolis, Minnesota 55455
$47,617.00

A Multi-Ethnic Folklore and Oral History Curriculum Model
Alcorn State University
Lorman, Mississippi 39096
$47,031.00

St. Louis Polonia: Ethnic Heritage Curriculum Materials Development Project
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
$40,619.00

German/American Ethnic Heritage Curriculum Materials
Curators of the University of Missouri
Department of Curriculum and Instruction
212 Education Building
Columbia, Missouri 65201
$48,361.00

Blackfeet Indian Heritage Project
Browning Public Schools
Cultural Committee
Browning, Montana 59417
$46,600.00

The Renaissance of an Indian-Spanish Community of Northern New Mexico
Chama Valley Independent Schools
P.O. Drawer 10
Tierra Amarilla, New Mexico 87575
$20,240.00

Taos Ethnic Heritage Program
Taos Municipal Schools
P.O. Box 677
Taos, New Mexico 87571
$42,373.00

Judaiscope
Agudath Israel of America
5 Beekman Street
New York, New York 10038
$37,840.00

Asian Indians in America
Association of Indians in America, Inc.
Council on Indian Studies
663 Fifth Avenue
New York, New York 10022
$23,780.00

Program for Achievements in Chinese Ethnic Studies
Community School District 2-M
210 East 33rd Street
New York, New York 10016
$48,142.00

The Ethnic Press in Westchester: Untapped Resources for a Substantive Multi-Cultural Curriculum
Council for the Arts in Westchester
White Plains Railroad Station
White Plains, New York 10606
$45,237.00

Stories My Family Told Me...An Ethnic Heritage Studies Project
New York Board of Education
Division of Educational Planning and Support
Center for Library, Media and Telecommunication
131 Livingston Street
Brooklyn, New York 11201
$39,763.00

Training Older Adults as Peer Teachers in Ethnic Studies
New York City Community College
Division of Continuing Education
300 Jay Street
Brooklyn, New York 11201
$43,139.00

Ethnic Performing Arts Research and Training Program
Youth Theatre Interactions, Inc.
53 South Broadway
Yonkers, New York 10701
$15,000.00

Ethnic Studies Guide and Resource Manual for the Carolinas
University of North Carolina at Charlotte
Department of Sociology and Anthropology
UNCC Station
Charlotte, North Carolina 28223
$39,295.00

Norwegian and German-Russian Heritage of North Dakota
University of North Dakota
University Station
Grand Forks, North Dakota 58202
$45,281.00

Preserving the Cultural Heritage: Ethnic Museums, Art Galleries and Libraries in the United States
Kent State University
Research Office
Kent, Ohio 44242
$37,761.00

Summer Institute on Folklore and Traditions of Mexican-Americans, Black and Appalachian People
Ohio State University
Research Foundation
1314 Kinnear Road
Columbus, Ohio 43212
$39,197.00

Greater Cincinnati Ethnic Heritage Studies Program: Cherish Our Differences
Xavier University
BPE/Division of International Education
Victory Parkway
Cincinnati, Ohio 45207
$21,830.00

Cherokee Nation Ethnic Heritage Studies Program—Tribal Education
Cherokee Nation of Oklahoma
Tribal Government
P.O. Box 119
Tahlequah, Oklahoma 74464
$48,500.00

The American Indian and Nature Series
University of Oklahoma
Southwest Center for Human Relations Studies
Center for Continuing Education
555 Constitution
Norman, Oklahoma 73037
$43,260.00

Multi-Ethnic Renewal and Resurgence in the Delaware Valley: Teacher Training in Ethnic Heritage Studies
Balch Institute
Education Department
18 South Seventh Street
Philadelphia, Pennsylvania 19106
$45,490.00

Ethnic Studies and Multicultural Teacher Education in the United States
Bloomsburg State College
Multicultural Education Center
Bloomsburg, Pennsylvania 17815
$14,796.00

Jewish Ethnicity Kit Project
Philadelphia Lubavitcher Center
7622 Castor Avenue
Philadelphia, Pennsylvania 19152
$33,800.00

An Ethnic Heritage Program for Neo-ricans, Cubans and Continental Americans in Puerto Rico and the United States
Inter American University of Puerto Rico
Department of Education
G.O.P. Box 3255
San Juan, Puerto Rico 00936
$38,106.00

Narragansett Tribal Ethnic Heritage Project
Narragansett Tribal Education Project, Inc.
Indian Education Department
Box 429
Charleston, Rhode Island 02813
$35,397.00

An Ethnic Bouillabaisse
Vermont Department of Education
Division of Federal Programs
120 State Street
Montpelier, Vermont 05602
$43,900.00

Project Catalyst: An Insular Response to Ethnic Diversity
Island Resources Foundation
P.O. Box 4187
St. Thomas, Virgin Islands 00801
$44,756.00

Teaching for Cross Cultural Understanding
Arlington Public Schools
1426 North Quincy Street
Arlington, Virginia 22207
$38,097.00

National Ethnic Statistical Data Curriculum Materials Guidance Service
Data Use and Access Laboratories, Inc.
1601 North Kent Street, Suite 900
Arlington, Virginia 22209
$48,056.00

The Metropolitan Richmond Multi-Ethnic Heritage Studies
Virginia Union University
1500 North Lombardy Street
Richmond, Virginia 23220
$38,367.00

Advocates Children's Theater
Affiliated Tribes of Northwest Indians
Advocates for Indian Education
East 905 Third Avenue
Virginia City Office Building
Spokane, Washington 99202
$42,554.00

Ethnic Heritage Studies Program
Fort Wright College
Center for Teacher Education
West 4000 Randolph Road
Spokane, Washington 99204
$14,515.00

Oral and Architectural Ethnic Heritage Preservation in Western Lake Superior Region
National Institute of Ethnic Folk Arts
University of Wisconsin—Superior
Grand Avenue
Superior, Wisconsin 54880
$37,107.00

1978 ETHNIC HERITAGE STUDIES PROJECTS

Project Etch: Ethnic Training in Our Cultural Heritage
Pike County Board of Education
Church Street
Troy, Alabama 36081
$43,944.00

Southeast Alaska Native Materials Development Project
Ketchikan Indian Corporation
P.O. Box 6855
Ketchikan, Alaska 99901
$44,000.00

Samoan Cross Cultural Orientation
American Samoa Community College
Board of Higher Education
Mapusaga Campus
P.O. Box 2609
Pago Pago, American Samoa 96799
$41,728.00

Multicultural Curriculum Development
California State University, Fresno Foundation
Shaw and Cedar Avenues
Fresno, California 93740
$44,988.00

The Ethnic Heritage Studies Program of Children's Collective
The Children's Collective, Inc.
12819 South Jarvis Place
Los Angeles, California 94118
$45,000.00

San Francisco Bay Area Ethnic Heritage Project
Korean Community Service Center
3136 Fulton Street
San Francisco, California 94118
$46,000.00

Ethnic Heritage Studies Clearinghouse
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
$97,966.00

Using Estonian-American Based Culture Models for Multi-Cultural Studies in the Secondary Schools
The Connecticut Estonian Society, Inc.
200 Maple Street
Manchester, Connecticut 06040
$39,000.00

The Hungarian Immigrants of Bridgeport and Fairfield: An Education Film
Sacred Heart University
5229 Park Avenue
Bridgeport, Connecticut 06606
$45,000.00

Leadership Training Institutes in Multiethnic Studies for Teacher Education
Room 610
One Dupont Circle
Washington, D.C. 20036
$44,999.00

Ethnic Heritage School Board Training Project
National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007
$46,000.00

Chinese Americans: Old Roots, New Soil, and Changing Wind
Organization of Chinese Americans
1443 Rhode Island Avenue, N.W.
Washington, D.C. 20005
$45,000.00

Ethnic Heritage Project Morikami Museum of Japanese Culture
Palm Beach County Board of County Commissioners
Parks and Recreation Department
2700 Sixth Avenue
Palm Beach, Florida 33461
$13,851.00

Project Haitian
School Board of Dade County, Florida
1410 N.E. Second Avenue
Miami, Florida 33132
$47,757.00

Asian American Literature—Resources and Training for Multicultural Education
Japanese American Research Center
1454 South Beretania Street
Honolulu, Hawaii 96814
$41,600.00

Aloha for the Land
University of Hawaii at Manoa
Department of Psychology
2430 Campus Road
Manoa, Hawaii 96822
$45,000.00

Model Building with Two Ethnic Groups
Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
$45,000.00

Ethnic Heritage Studies Project
West Harvey School District 147
155th Place and Hoyne Avenue
Harvey, Illinois 60426
$43,000.00

Teacher Training in Ethnic Literacy
Indiana Department of Public Instruction
229 Statehouse
Indianapolis, Indiana 46204
$45,000.00

Curriculum Materials and Methods Development for Cajun French in Louisiana
University of Southwestern Louisiana
Department of Foreign Languages
P.O. Box 4-3331, USL
Lafayette, Louisiana 70504
$40,000.00

A Model for Incorporating Community Resources into the Development of an Ethnic Heritage Studies Curriculum
Baltimore County Ethnic Affairs Committee
Mail Stop 1004 W. Chesapeake Avenue
Towson, Maryland 21204
$15,000.00

Ethnic Heritage Studies Program of Allegany County
Board of Education, Allegany County
108 Washington Street
Cumberland, Maryland 21502
$43,964.00

Identity, Ethnicity, and Work
American Jewish Committee
72 Franklin Street
Boston, Massachusetts 02110
$45,000.00

Ethnic Heritage Studies Through the Church for Boston Youth
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160
$45,000.00

Chinese Heritage in Multicultural Education
Greater Boston Chinese Cultural Association
P.O. Box 142
Newton Center, Massachusetts 02159
$45,971.00

Focus on Family
Hudson Public Schools
1555 Apsley Street
Hudson, Massachusetts 01749
$29,000.00

VOICES Teacher Training in Processes of Ethnic Diversity
Massachusetts Department of Education
51 Rindge Avenue
Cambridge, Massachusetts 02140
$47,000.00

We Live Here Too
The New England Chapter of Kosciuszko Foundation
43 Linnaean Street, Apt. 35
Cambridge, Massachusetts 02138
$46,500.00

Awareness of People and Places Through Learning Experience
Detroit Public Schools
5057 Woodward Drive
Detroit, Michigan 48202
$44,000.00

Ethnic Heritage Studies Project
Grand Rapids Junior College
143 Bostwick, N.E.
Grand Rapids, Michigan 49503
$47,000.00

Peopling of Michigan Series
Wayne State University
Center for Urban Studies
Ethnic Studies Division
5229 Cass Avenue
Detroit, Michigan 48202
$26,662.00

The Minnesota Chippewa Tribal Government Curriculum Course
Minnesota Chippewa Tribe
P.O. Box 217
Cass Lake, Minnesota 56633
$47,000.00

A Project to Develop Instructional Materials Concerning Immigrant Contributions to the Multiethnic Culture of Northeast Minnesota
University of Minnesota
240 Bohannon
Duluth, Minnesota 55182
$42,000.00

Ft. Belknap Ethnic Heritage Retrieval Project
Ft. Belknap Community Council
Harlem, Montana 59526
$30,000.00

Nebraska Native American Curriculum Teacher Training Institute
University of Nebraska—Lincoln
Center for Great Plains Studies
1214 Oldfather Hall
Lincoln, Nebraska 68588
$47,000.00

Paiute Culture: Development and Dissemination
Walker River Paiute Education Committee
P.O. Box 190
Schurz, Nevada 89427
$47,000.00

Chinese-American Ethnic Heritage
Association of Chinese Schools
11 Bel Air Road
Marlboro, New Jersey 07746
$14,500.00

Southwestern Multicultural Journal and Supplements
La Confluencia
Southwestern Multicultural Journal and Supplements
P.O. Box 409
Albuquerque, New Mexico 87103
$28,590.00

Multiethnic Heritage Learning Directions (Project M.E.H.L.D.)
Board of Education New York City
Community School District #22
Office of District Superintendent
2525 Haring
Brooklyn, New York 11235
$45,000.00

Multi Ethnic Resources Center
Board of Education #29 Queens
221-10 Jamaica Avenue
Queens Village, New York 11428
$15,000.00

I Am Somebody
Greensburg Central School District
475 West Hartsdale Avenue
Hartsdale, New York 10530
$39,000.00

Ethnic Women as Community Leaders
National Congress of Neighborhood Women
1129 Catherine Street
Brooklyn, New York 11211
$47,996.00

The Multi-Ethnic Impact Through Filmstrips Showing Different Aspects of Greek Culture
National Greek T.V. Educational Corporation
7002 Avenue U
Brooklyn, New York 11234
$47,000.00

Polish and Polish American Ethnic Study Program
Polish Community Center of Buffalo, Inc.
1081 Broadway
Buffalo, New York 14212
$44,922.00

Folklore and Popular Culture of Ethnic Groups Western New York in Public School Education
State University College at Fredonia
Department of English
Fredonia, New York 14063
$46,970.00

Appalachian Studies: A Comparative Cultures Approach
Warren Wilson College
Swannanoa, North Carolina 28778
$43,000.00

The Black Ethnic Heritage and Its Dissemination Through the Media
American Forum for International Study
1001 Leader Building
Cleveland, Ohio 44114
$46,000.00

The Ethnic Heritage Cluster Program for Northwest Ohio
Bowling Green State University
Bowling Green, Ohio 43401
$37,000.00

Teacher Preparation for Hungarian, Greek, and Polish Studies
University of Toledo
College of Education
2801 Bancroft Street
Toledo, Ohio 43606
$44,961.00

Development of Native American Studies at Bacone College, An American Institution
Bacone College
Muskogee, Oklahoma 74401
$14,000.00

Exploring the Cultural Heritage of Oregon
Portland State University
ECHO
P.O. Box 751
Portland, Oregon 97207
$42,000.00

Tracing Individual Ethnic Sources
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, Pennsylvania 15212
$46,365.00

Development of Bulgarian Curriculum Materials Through a Bulgarian Ethnic Heritage Studies Kit
Duquesne University
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219
$44,000.00

Increasing Understanding of the Multicultural Heritage of Eastern South Dakota Through Teacher Education
University of South Dakota
School of Education
Vermillion, South Dakota 57069
$40,000.00

Development of Teaching Strategies Through a Training Program in Oriental-American Culture for Elementary School Teachers
University of Houston/Clear Lake City
2700 Bay Area Boulevard
Houston, Texas 77058
$44,000.00

Getting to Know You and Me
Highline School District #401
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166
$14,965.00

1979 ETHNIC HERITAGE STUDIES PROJECTS

Curriculum Project on the Cultural Heritage of the Tennessee-Tombigbee Waterway Corridor
Miles College
P.O. Box 31
Eutaw, Alabama 35462
$55,234.00

Cultural/Historic Collection Process in a Culture of Transition: An Ethnic Heritage Studies Program
North Slope Borough School District
P.O. Box 169
Barrow, Alaska 99723
$59,042.00

Samoan Cross Cultural Orientation
American Samoa Community College
Board of Higher Education
Mapusaga Campus
P.O. Box 2609
Pago Pago, American Samoa 96799
$41,728.00

Pilot Ethnic Research Training Project
California State University
Dominguez Hills Foundation
1000 East Victoria Street
Carson, California 90747
$34,008.00

Teaching Ethnic Awareness and Cultural History Project (TEACH)
California State University, Fresno
Maple and Shaw
Fresno, California 93740
$43,229.00

Indochinese Refugee: An Ethnic Heritage Training and Dissemination Project
Minority Affairs Institute
2695 Steeplechase Lane
Diamond Bar, California 91765
$40,293.00

Biographies of Notable Chinese Americans
Organization of Chinese Americans
2191 Mowry Avenue, Suite 500-A
Fremont, California 94538
$37,500.00

Reciprocal Jewish/Black Studies in Upper Elementary Classrooms
The University of Judaism
15600 Mulholland Drive
Los Angeles, California 90024
$55,053.00

Seminar in Multi-Ethnic Relations
Colorado State University
College of Professional Studies
Guggenheim Hall
Fort Collins, Colorado 80523
$59,587.00

North Conejos School District—Ethnic Studies Project
North Conejos School District RE-1J
Centauri Junior/Senior High School
P.O. Box 72
La Jara, Colorado 81140
$34,880.00

Ethnic Heritage Studies Clearinghouse
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
$41,794.00

Coping with Ethnic Diversity in the Elementary and Middle School Classroom: A Teacher Training Program Focusing on Immigrant Populations
University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80208
$41,769.00

Community Based Ethnic Heritage Studies Program
Bristol Board of Education
Office of State and Federal Programs
985 Farmington Avenue
P.O. Box 450
Bristol, Connecticut 06010
$48,500.00

Migrations
The Teacher Center, Inc.
425 College Street
New Haven, Connecticut 06511
$40,775.00

Understanding and Documenting the Experiences of Four Ethnic Groups of Major Importance in the Mid-Connecticut Region
Wesleyan University
Graduate Liberal Studies Program
Wesleyan Station
Middletown, Connecticut 06457
$59,676.00

RAICES: Roots in Hispanic American Heritage
Books for the People Fund
Project LEER
636 Massachusetts Avenue, N.W.
Washington, D.C. 20002
$43,800.00

Filipino Ethnic Heritage Studies: Guam Elementary Curriculum Classroom Instructional Kits
University of Guam
College of Education
P.O. Box EK
Agana, Guam 96910
$60,000.00

Cultural Pluralism Through Ethnic Values Clarification: A Training Model
Lithuanian Educational Council of U.S.A., Inc.
912 Plainfield Road
Downers Grove, Illinois 60515
$49,800.00

Ethnic Heritage in the Florida Parishes of Louisiana
Southeastern Louisiana University
Department of Education
100 West Dakota Street
Hammond, Louisiana 70402
$14,712.00

Ethnic Heritage Studies Program: Dissemination of Materials
Hyde School
616 High Street
Bath, Maine 04530
$44,703.00

We're Still Here
Tribal Governors, Inc.
93 Main Street
Orono, Maine 04473
$59,976.00

The Maine Idea: Instructional Development in Ethnic Activities
University of Southern Maine
Associate Degree Studies
96 Falmouth Street
Portland, Maine 04103
$59,630.00

Recovering the Afro-American Historic Heritage of Boston and Philadelphia
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160
$51,543.00

Teachers and Community Members Training Program
Greater Boston Chinese Cultural Association
Chinese Ethnic Heritage Studies Committee
P.O. Box 142
Newton Center, Massachusetts 02159
$59,430.00

Ethnic Heritage Studies Program
Detroit Public Schools
Federal State Special Programs
5057 Woodward Avenue
Detroit, Michigan 48202
$40,470.00

Nah Tah Wahsh (Soaring Eagle)
Hannahville Tribal Council
Hannahville Indian School
Route #1
Wilson, Michigan 49896
$40,000.00

Ethnic Studies Methods and Materials for Teacher Training: A Model for Schools of Education
University of Michigan
School of Education
Ann Arbor, Michigan 48109
$60,000.00

Latinos in Michigan and the Midwest: A Resource of Historical Materials for Teaching about Ethnic Groups
Wayne State University
Center for Chicano-Boricua Studies
631 Merrick
Detroit, Michigan 48202
$44,260.00

Contemporary Issues, Scandinavia and America
Augsburg College
Scandinavian Studies
731 21st Avenue South
Minneapolis, Minnesota 55454
$59,886.00

Ethnic Heritage Studies: Developing a Programmed Literature Unit
Washington University
Black Studies Program
Box 1109
St. Louis, Missouri 63130
$60,000.00

How to Produce Ethnic Heritage Films and Slide/Tapes Using Historical Photographs and Oral Histories
University of New Hampshire
Department of Media Services
Diamond Library
Durham, New Hampshire 03824
$47,692.00

Let's Meet Our Neighbors
Jersey City State College
Multicultural Center
2039 Kennedy Boulevard
Jersey City, New Jersey 07305
$58,000.00

New Jersey Multi-Ethnic Oral History Project
New Jersey Historical Commission
New Jersey Department of Education
113 West State Street
Trenton, New Jersey 08625
$46,321.00

Diné Bibee Ház Aanii (The Law of the People)
Native American Materials Development Center
467 Rio Grande Boulevard, N.W.
Albuquerque, New Mexico 87104
$43,030.00

Illustrating the History of Puerto Rican Migration to the U.S.A.
Aspira of America, Inc.
Communications Unit
205 Lexington Avenue
New York, New York 10016
$47,648.00

Chinese Ethnic Heritage Study Guide
China Institute in America
125 East 65th Street
New York, New York 10021
$53,800.00

Project Same: Sensitivity Approach to Multi-Ethnic Education
Community School District #18
755 East 100th Street
Brooklyn, New York 11236
$52,720.00

Ethnic Heritage Curriculum Development: The Individual and Ethnic Identity
Junior College of Albany
Russell Sage College
140 New Scotland Avenue
Albany, New York 12208
$25,338.00

A Proposal for an Ethnic Heritage Studies Videotape Series
The Research Foundation of the State University of New York at Albany
P.O. Box 9
Albany, New York 12201
$46,837.00

An Appalachian Ethnic Heritage Studies Program: A Model for Solidifying Self-Identity of Minority College Students
Mars Hill College
Mars Hill, North Carolina 28754
$45,000.00

Northwest Office for Cultural Heritage Resource (NOCH)
Portland State University
Office of International Education
P.O. Box 751
Portland, Oregon 97207
$59,704.00

Expressions of Ethnicity
Historical Society of Berks County
940 Central Avenue
Reading, Pennsylvania 19601
$49,300.00

Contemporary Ukrainian Culture in Philadelphia: An Educational Film
LaSalle College
20th Street and Olney Avenue
Philadelphia, Pennsylvania 19141
$52,110.00

AIM: Aiding the Infusion of Multiculturalism
Education Service Center, Inc.
Region 20
1550 N.E. Loop 410
San Antonio, Texas 78209
$60,000.00

Mainstreaming the Mexican American
Hidalgo County Library System
100 North Closner
Edinburg, Texas 78539
$32,466.00

Archives and Textbooks, A New Lease on Life: The Identification, Acquisition and Preservation of Mexican American Primary Source Material
University of Texas
The General Libraries
Austin, Texas 78712
$60,000.00

Instruction Training Curriculum Development Model for Cultural Awareness
George Mason University
College of Arts and Science
4400 University Drive
Fairfax, Virginia 22030
$53,774.00

Muckleshoot Language and History
Auburn School District #408
915 Fourth Street, N.E.
Auburn, Washington 98002
$38,775.00

Teaching Beyond the Color Lines—Ethnic Studies
Skagit Valley College
Ethnic Studies Department
2405 East College Way
Mount Vernon, Washington 98273
$14,941.00

1980 ETHNIC HERITAGE STUDIES PROJECTS

Aleut Ethnic Heritage Project
Aleutian/Pribilof Islands Association
1689 C Street
Anchorage, Alaska 99501
$60,496.00

Hotevilla-Bacavi Community School Hopi Cultural Video Resources Development Project
Hotevilla-Bacavi Community School Board of Education, Inc.
P.O. Box 48
Hotevilla, Arizona 86030
$60,230.00

Cultural Heritage Awareness for New Goals in Education (CHANGE)
Phoenix Union High School District #210
2526 West Osborn Road
Phoenix, Arizona 85017
$47,075.00

Armenian Heritage and Acculturation Films
Armenian Film Foundation
4250 Wilshire Boulevard
Los Angeles, California 90010
$54,978.00

Manongs Film Project
Asian-American Media Center, Inc.
275 15th Avenue
San Francisco, California 94118
$57,506.00

A Curricular Induction for Raza Students
Contra Costa Community College District
Los Medanos College
2700 East Leland Drive
Pittsburg, California 94565
$25,064.00

Responsive Multicultural Basic Skills Project
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
$60,967.00

The Acculturation of the Boat People in America
Multicultural Media Associates
1252 La Granada Drive
Thousand Oaks, California 91360
$52,271.00

Comprehensive Program to Reduce Culture Conflict and Promote Cultural Awareness in Schools with a High Density of Pacific Island Students
National Office of Samoan Affairs
1855 Folsom Street
San Francisco, California 94103
$75,319.00

Our Ethnic Heritage: A Cross Cultural Contract
Oakland Unified School District
Division of Learning
1025 Second Avenue
Oakland, California 94606
$46,145.00

Transcultural Education: A Learning Process
Systems for Integrated Society, Inc.
26430 Via Marquette
Lomita, California 90717
$52,100.00

Textbook Accuracy for All Americans
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
$81,344.00

Internships in Multicultural Education in the West
Western Interstate Commission for Higher Education (WICHE)
P.O. Box P
Boulder, Colorado 80306
$54,550.00

Understanding and Documenting the History and Culture of Five Major Ethnic Groups in the Greater Middletown Area
Wesleyan University
Graduate Liberal Studies Program
Wesleyan Station
Middletown, Connecticut 06457
$43,191.00

Introduction to Ethnic Music
Spelman College
350 Spelman Lane, Southwest
Box 109
Atlanta, Georgia 30314
$46,990.00

Illinois Project for the Multicultural Ethnic Training Program on Asian-American Heritage
Chicago Consortium of Colleges and Universities
2235 North Sheffield Street
Chicago, Illinois 60614
$53,838.00

Replicative Cultural Experiences in Native American Studies
Foundation for Illinois Archaeology
Special Field Schools
Native American Studies Program
P.O. Box 1499
Evanston, Illinois 60204
$57,500.00

Ethnic Survival: A Multi-Media Model for Preservation of Ethnic Heritage in an Alternative Educational System
Lithuanian Institute of Education, Inc.
Office of the Rector
5620 South Claremont Avenue
Chicago, Illinois 60636
$50,000.00

A Community-Based Model for Development of Ethnic Heritage Studies Programs
Indiana University Foundation
P.O. Box 1847
Bloomington, Indiana 47402
$57,627.00

Cherchez Las Femmes—The Role of Women in Preserving Ethnic Identity: Training the Teacher
University of Southwestern Louisiana
Department of History
East University Avenue
Lafayette, Louisiana 70504
$43,308.00

Irish-American Studies Program
Westfield State College
Department of History
Westfield, Massachusetts 01085
$54,000.00

Ethnic Studies Telecourse, Audio-Visual Library, and Public Broadcast Series
Detroit Educational Television Foundation
Education Division
7441 Second Street
Detroit, Michigan 48202
$55,900.00

Ethnic Heritage Studies Program: 1980-81
Detroit Public Schools
Social Studies Department
5057 Woodward Avenue, Room 832
Detroit, Michigan 48202
$45,659.00

Redesigning the Teacher Education Program for Effective Implementation of Multicultural Education
Madonna College
36600 Schoolcraft Road
Livonia, Michigan 48150
$46,671.00

Multicultural Awareness and Sensitivity Teacher Training Program with Emphasis on Students of Previously "Neglected" Ethnic Groups
Wayne State University
Center for Urban Studies
5229 Cass Avenue
Detroit, Michigan 48202
$59,767.00

Ethnic Heritage Studies Learning Center Materials: Development and Implementation
Mississippi State University
Bureau of Educational Research and Evaluation
P.O. Box 5365
Mississippi State, Mississippi 39762
$50,000.00

Ethnic Heritage Studies
Cumberland County College
P.O. Box 517
Vineland, New Jesey 08360
$48,345.00

Ethnic Heritage and Cross Cultural Instructional Materials: An Inquiry-Oriented Approach in the Use of Italian-Based Print/Slide Lessons
Fairleigh-Dickinson University
College of Education
Prospect Place
Rutherford, New Jersey 07070
$38,389.00

Project CUEH: Cultural Understanding of Ethnic Heritage
Perth Amboy Board of Education
178 Barracks Street
Perth Amboy, New Jersey 08625
$63,194.00

Development of a Multi-Media Curriculum: Roots of Hispanic Music and Culture
Boys Harbor, Inc.
1 East 104th Street
New York, New York 10029
$58,792.00

Chinese Ethnic Heritage Curriculum Materials
China Institute in America, Inc.
125 East 65th Street
New York, New York 10021
$51,537.00

Project CCC: Caribbean Cultures Curricula
Fordham University
Graduate School of Education
Learning Center/Community School
113 West 60th Street

New York, New York 10023
$59,885.00

A Village in Baltimore
Hellenic American Neighborhood
Action Committee, Inc.
15 Park Row
New York, New York 10038
$50,600.00

The Lower East Side: Development of Dramatic Literature for Elementary Schools
Henry Street Settlement
Urban Life Center
265 Henry Street
New York, New York 10002
$58,868.00

Houdenosaunee Heritage Studies Institute
Native American Center for the Living Arts, Inc.
466 Third Street
Niagara Falls, New York 14301
$51,537.00

CARIS: Caribbean Americans Reside in Brooklyn
St. Mark's Day School
1346 President Street
Brooklyn, New York 11213
$51,516.00

Buffalo Ethnic Heritage Studies Program
State University College at Buffalo
SUNY/Research Foundation
Department of History
1300 Elmwood Avenue
Buffalo, New York 14222
$59,234.00

The Invisible Ones: Indian Children in Suburbia
State University College at Geneseo
SUNY/Research Foundation
Geneseo, New York 14454
$35,651.00

Ethnic Arts and Artists: A Production, Dissemination, and Exhibition Grant
Kent State University
Television Services
Kent, Ohio 44242
$59,957.00

Slovenian Heritage Studies Kit
Slovenian Research Center of America, Inc.
29227 Eddy Road
Willoughby Hills, Ohio 44092
$38,000.00

Crossroads Oklahoma
Oklahoma State University
Department of Sociology
006 Classroom Building
Stillwater, Oklahoma 74078
$45,982.00

Project AWARE
University of Oklahoma
Southwest Center for Human Relations Studies
555 Constitution
Norman, Oklahoma 73069
$60,780.00

Cultural Heritage Studies Program
Portland State University
Northwest Project Office for Educational Services
Box 751
Portland, Oregon 97207
$51,485.00

Documentation and Curriculum Kits of Hungarian Resources in the Pittsburgh Metropolitan Region
American Hungarian Educators' Association
5600 Forbes Avenue
Pittsburgh, Pennsylvania 15217
$37,000.00

Ethnic Heritage Studies Program Grade 8 U.S. History
Pittsburgh School District
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213
$35,000.00

Project to Promote Children's Ethnic Understanding and Pride
Research for Better Schools, Inc.
Development Division
444 North Third Street
Philadelphia, Pennsylvania 19123
$55,357.00

La Raza Por Medio De La Familia
Austin Community College
P.O. Box 2165
Austin, Texas 78768
$54,257.00

Ethnic Heritage Studies Program
Education Service Center
Region 20
1550 Northeast Loop 410
San Antonio, Texas 78209
$50,000.00

Ethnic Heritage Studies Laboratory
Education Service Center
Region 2
209 North Water Street
Corpus Christi, Texas 78413
$52,125.00

Development, Evaluation, and Publication of a Black Folklore Fun/Workbook
Children's Television International
Skyline Center, Suite 1207
5205 Leesburg Pike
Falls Church, Virginia 22041
$47,993.00

A Multiethnic Curriculum for Elementary Age Educable Mentally Retarded Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
$60,548.00

Chicano and Indian Education Curriculum Development
Eastern Washington University
Chicano Education and Indian Education Programs
Monroe Hall 198
Cheney, Washington 99004
$58,724.00

Our Living Ethnic Heritage Guide
Seattle Public Library
1000 Fourth Avenue
Seattle, Washington 98104
$50,830.00

Ethnic Heritage Studies Project
United Indians of All Tribes Foundation
Community Educational Services
1515 Dexter Horton Building
Seattle, Washington 98104
$55,544.00

Ehnic Heritage Program
Palau Modekngei Learning Center
P.O. Box 130
Palau, Western Caroline Islands 96940
$43,935.00

Ethnic Heritage: A Training Program for Area Schools in Northern Wisconsin and Northern Michigan
Northland College
1411 Ellis Avenue
Ashland, Wisconsin 54806
$45,190.00

Development of Curricular Materials for Studying History and Functions of Ojibwa Dress Compared to White American Dress
University of Wisconsin
School of Family Research and Consumer Sciences
1300 Linden Drive
Madison, Wisconsin 53706
$34,035.00

Cultural Training Center
University of Wisconsin/Oshkosh
Multicultural Education Center
800 Algoma Boulevard
Oshkosh, Wisconsin 54901
$41,980.00

1981 ETHNIC HERITAGE STUDIES PROJECTS

The Legacy of Jackson County Alabama Cherokees
Jackson County Board of Education
Indian Education Program
Suite 20, Courthouse
Scottsboro, Alabama 35768
$56,818.00

Culture of Southwest Borderlands
University of Arizona
Arizona Materials Development Center
Tucson, Arizona 85721
$131,596.00

The Americans: An Ethnic Heritage Materials Development, Training, and Dissemination Project
Minority Affairs Institute, Inc.
2695 Steeplechase Lane
Diamond Bar, California 91765
$89,050.00

The New Americans
Institutional Development and Economic Affairs Services, Inc.
Magnolia Star Route
Nederland, Colorado 80466
$54,320.00

Ethnic Heritage Studies Program
New Castle County School District
Federal and Special Grants
3606 Concord Pike
Wilmington, Delaware 19803
$82,003.00

A Village Restaurant: Ethnic Heritage Studies Program
International Women's Film Project
3518 35th Street, N.W.
Washington, D.C. 20016
$64,000.00

Ethnic Heritage Project for Bibb County and Middle Georgia Area
Bibb County Board of Education
2064 Vineville Avenue
P.O. Box 6157
Macon, Georgia 31213
$47,648.00

Multi-Ethnic Training, Assistance, and Dissemination Project (METAD)
Chicago Consortium of Colleges and Universities
Suite 204, 95th and King Drive
Chicago, Illinois 60628
$129,778.00

The Migrant Experience
Indiana University Foundation
P.O. Box 1847
Bloomington, Indiana 47402
$50,470.00

Developing Multicultural Instructional Materials and Activities in the Area of Arts for Teacher Trainers
University of Kansas
Department of Curriculum and Instruction
Arts and Music Education
215 Bailey Hall
Lawrence, Kansas 66045
$62,260.00

Teaching Ethnic Heritage in Harford County Public Schools
Harford County Public Schools
45 East Gordon Street
Bel Air, Maryland 21014
$36,273.00

Wabanaki Ethnic Heritage Curriculum Development Project
Boston Indian Council
105 South Huntington Avenue
Boston, Massachusetts 02130
$71,717.00

Ethnic Heritage Studies Program
Wayne State University
Center for Urban Studies
5229 Cass Avenue
Detroit, Michigan 48202
$133,789.00

Chicano Art and Music: A Television Instructional Package
University of Minnesota
540 Rarig Center
1330 21st Avenue South
Minneapolis, Minnesota 55455
$47,604.00

Multi-Ethnic Heritage Studies Program
Mississippi Band Choctaw Indians
Route 7, Box 21
Philadelphia, Mississippi 39350
$73,409.00

American Ethnic Heritage Studies Teacher Training Program
Montana State University
Center for Bilingual/Multicultural Education
Bozeman, Montana 59717
$125,140.00

Ethnic Heritage Teacher Training Institute in Low Cost Media Production
University of New Hampshire
Department of Media Service
Diamond Library
Durham, New Hampshire 03824
$60,886.00

Teaching Multiethnic Heritage: A Step Towards Universality
Educational Improvement Center/NE
2 Babcock Place
West Orange, New Jersey 07052
$58,582.00

Las Palomas de Taos Statewide Ethnic Heritage Teacher Training Program
Las Palomas de Taos
Box 3194
Taos, New Mexico 87571
$138,300.00

WYNE Holocaust Experience: A Radio Series
New York City Board of Education
Office of Library Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
$60,889.00

Ethnic Americans of Middle Eastern Descent
Cleveland Public Schools
Department of Curriculum and Instruction
Cleveland, Ohio 44114
$59,380.00

Cheyney Ethnic Heritage Studies Project
Cheyney State College
Cheyney Road
Cheyney, Pennsylvania 19319
$59,780.00

Ukrainian Christmas Story
LaSalle College
20th Street and Olney Avenue
Philadelphia, Pennsylvania 19141
$10,604.00

Lox and Grits: The Jewish Heritage of the Mid-South
Center for Southern Folklore
P.O. Box 40105
Memphis, Tennessee 38104
$48,338.00

Ethnic Heritage Studies Program
Region 20—Education Service Center
1550 N.E. Loop, 410
San Antonio, Texas 78209
$147,634.00

Emancipation Textbook Project
Department of Conservation and Cultural Affairs
Bureau of Library, Museums and Archaeology
P.O. Box 390
St. Thomas, Virgin Islands 00801
$61,259.00

The Ethnic Heritage Programs That Work: A Model for Implementing Successful Ethnic Heritage Programs in Public Schools Through a Mutimedia Training Package
National Film Institute
225 North Washington Street
Alexandria, Virginia 22314
$61,507.00

Project REACH (Rural Education and Cultural Heritage) Training and Dissemination
Arlington School District
135 South French Avenue
Arlington, Washington 98223
$60,336.00